DOCUMENT RESUME

ED 169 695 EC 114 147

AUTHOR Margolis, Leonard
TITLE The Special Education Core Curriculum Manual, Basic Level. Learning Skills, Oral Language, Reading, Mathematics.
INSTITUTION Bergen County Region III, Closter, N.J. Council for Special Education.
PUB DATE 79
NOTE 127p.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Basic Skills; Educational Objectives; Elementary Secondary Education; *Handicapped Children; Language Skills; *Learning Activities; *Mathematics; *Reading; *Speech Communication

ABSTRACT

The manual is designed to serve as a guideline for teachers and child study teams who have the primary responsibility for the education of handicapped children in four areas--learning skills, oral language, reading, and mathematics. Sections for each of the above areas are subdivided into the following objectives and activities: gross motor skills, eye-foot coordination, fine motor skills, eye-hand coordination graphomotor skills, visual discrimination, auditory discrimination, tactile kinesthetic skills, attending behavior, articulation, syntax, expression, visual discrimination and visual memory in reading, auditory discrimination and auditory memory, blending, sight vocabulary, evaluation and program selection, developmental reading skills, mathematics readiness skills, computation, fractions, money, linear measurement, temperature, calendary, and telling time. The appendix contains the Continuous Progress Report Form for charting the educational growth of students in special education classes. (SBH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169695

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE SPECIAL EDUCATION
CORE CURRICULUM MANUAL
BASIC LEVEL

Learning Skills
Oral Language
Reading
Mathematics

1979

Region III Special Education
Closter Plaza
Closter, New Jersey 07624

Leonard Margolis, Director

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Leonard Margolis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EC111417

PREFACE

The Special Education Core Curriculum Manual, Basic Level, is designed to serve as a guideline for teachers and child study teams who have the primary responsibility for the education of handicapped children. The Basic Level is intended to explore the objectives which form the foundations for future academic learning. While other curriculum guides abound in the content areas, this Manual was written in response to the need for a simplified and unified approach that relates to the Individual Educational Programs (IEP) of handicapped students.

The Special Education Curriculum Committee was first organized during the 1975-76 school year. After initial discussion, the committee conducted a regional needs assessment to determine curriculum continuity in special education. The data clearly demonstrated that both special and regular education teachers felt a strong need to develop a framework for providing an effective, continuous program for the handicapped student, who often moves from school district to school district within the Region. It was the consersus, that although there are many excellent special education programs within Region III, there still remains a need to ensure a student will receive a continuous, systematic, coordinated, educational program.

When the committee reconvened in October of 1976, four sub-committees were formed to focus attention on the following areas: Learning Skills, Oral Language, Reading, and Mathematics. The groups examined existing curriculum guides in our own Curriculum Library, the Northwest Educational Improvement Center, and the Northeast Learning Resource Center. Over the last two years the committee has refined a sequence of basic core objectives and representative activities in each of the four designated areas.

Throughout the three years, twenty-nine staff members have served at various times on the committee. Representation has included special education teachers, regular classroom teachers, speech correctionists, psychologists, learning disability teacher-consultants, social workers, principals, and school nurses. The present committee, comprised of ten members, is responsible for bringing the Manual to its final form.

This Manual and those which shall follow will serve as a basis for the development of a checklist for reporting continuing progress. This will make it possible for child study team members and special education teachers to ascertain those skills which have been previously mastered by a student.

At present the committee continues to work on developing the Intermediate Level of this Manual. It contains four areas: Study Skills, Written Language, Reading, and Mathematics. The latter two build upon those objectives and activities described in the Basic Level.

For the first time in the history of the Region III Council for Special Education, a major contribution has been made in the area of curriculum. This Manual will serve as a method and means for better coordination and unification of our special education programs within the Region.

Leonard Margolis

Leonard Margolis, Director
Region III Special Education

LM/ck

REGION III SPECIAL EDUCATION CURRICULUM COMMITTEE

CORE COMMITTEE

Nannette Baker	Special Education Teacher	Northvale
Cindy Bush	Special Education Teacher	Harrington Park
Frances Hardardt	Special Education Teacher	Demarest
Roy Hermalyn	Special Education Teacher	Alpine
Eva Liebmann	Learning Disability Teacher-Consultant	Haworth
Rose Rago	Special Education Teacher	Closter
Rosetta Riendeau	Special Education Teacher	NVRHSD Old Tappan
Roberta Schaub	Special Education Teacher	Norwood
Roberta Wolff	Speech Correctionist	Old Tappan

EXTENDED COMMITTEE

Denise Abderhalden	Social Worker	NVRHSD
Winifred Bangs	Vice-Principal	Norwood
Rita Billett	Special Education Teacher	Demarest
Linda Brix	Special Education Teacher	Harrington Park
Joseph Cervelli	Elementary Teacher	Alpine
Rita DePolito	Special Education Teacher	Closter
Thomas Dowd	Psychologist	Cresskill
Jeffrey Feifer	Principal	Closter
Betty Ferraro	Learning Disability Teacher-Consultant	Harrington Park
Norah Hill	Learning Disability Teacher-Consultant	Norwood
Betty Kelly	Elementary Teacher	Closter
Edward Kuzmiak	Learning Disability Teacher-Consultant	NVRHSD
Eileen Laviola	Nurse	Alpine
Mary Lawrence	Special Education Teacher	Old Tappan
William Levinson	Principal	Demarest
Ernest Mendillo	Principal	Northvale
Iris Theodore	Special Education Teacher	NVRHS Demarest
Dorothy Thompson	Learning Disability Teacher-Consultant	Demarest
Margaret Tremper	Learning Disability Teacher-Consultant	Harrington Park
Leonard Margolis	Chairperson	Director of Region III Special Educat

ACKNOWLEDGMENT

The Region III Special Education Curriculum Committee sincerely acknowledges the skill, assistance, and patience of Mrs. Carol Kurnentz, Secretary to the Region III Director of Special Education.

TABLE OF CONTENTS

Preface	ii
Special Education Curriculum Committee	iv
Table of Contents	v
Introduction	vii
Objectives and Activities	
Learning Skills	1
A. Gross Motor Skills	2
B. Eye-Foot Coordination	4
C. Fine Motor Skills	4
D. Eye-Hand Coordination Grapho-Motor Skills	5
E. Visual Discrimination	10
F. Auditory Discrimination	13
G. Tactile Kinesthetic Skills	16
H. Attending Behavior	17
Oral Language	21
A. Articulation	22
B. Syntax	23
C. Expression	27
Reading	40
Introduction	41
A. Visual Discrimination and Visual Memory	42
B. Auditory Discrimination and Auditory Memory	44
C. Blending	47
D. Sight Vocabulary	47
E. Evaluation and Program Selection	51
F. Developmental Reading Skills	52

Mathematics 62

A. Readiness Skills 63

B. Computation 70

C. Fractions 77

D. Money 80

E. Linear Measurement 84

F. Temperature 88

G. Calendar 90

H. Telling Time 92

Appendix 96

INTRODUCTION

For the purposes of organization, the Manual is comprised of four sections: Learning Skills, Oral Language, Reading, and Mathematics. There is some overlapping of objectives and activities amongst the disciplines. While the objectives in each discipline are listed in a logical order, they are not necessarily hierarchal. The teacher may need to skip or transpose the position of certain objectives. The activities listed are merely some suggestions for implementing the objectives. In many cases the activities are listed from concrete to abstract. Special education teachers can and should utilize their own expertise in selecting techniques and materials for achieving these objectives.

Instructional materials necessary for implementing the activities are found within most special education classrooms. Occasionally, specific materials are mentioned. These are readily available through a number of the larger commercial publishing companies. Catalogs can be found in the Region III Office of Special Education.

Each area is divided into sub-sections. The Table of Contents provides an outline overview of the content within each area. The Appendix contains the "Continuous Progress Report Form" for charting the educational growth of students in special education classes. Extra copies are available through the Region III Office.

Region III teachers are encouraged to discuss the sequence of activities with each other, especially among those who are responsible for students both below and above the age range of the child's present class. Sequentially presented objectives and sample activities offer a common language for increasing more effective communication.

L E A R N I N G S K I L L S

A. GROSS MOTOR SKILLS

OBJECTIVE	ACTIVITY
A1. The student maintains body balance when walking, running, jumping, hopping, galloping, and skipping.	The student: 1. demonstrates proper balance on a four foot straight line on the floor, walking heel-to-toe. a. forward b. backward 2. demonstrates proper balance on a four foot rail, walking heel-to-toe, completing the distance. 3. broad jumps, keeping balance at landing and activating both sides of the body. 4. stands on one foot with eyes closed. 5. skips, not alternating feet (gallop). 6. skips across the room using the feet alternately. 7. runs slowly in place with knees up high. 8. moves from a stationary position standing on one foot with the leg bent at the knee hop forward, then switches and repeats on the other foot. 9. hops twice on one foot and twice on the other foot. 10. hops twice on one foot and once on the other rhythmically in place at least two times - e.g. left, left, right, right, right, left. 11. same as above, but moving from one point to another.
A2. The student consistently climbs stairs alternating one foot per step.	The student: 1. practices walking up and down stairs using demonstrator steps. 2. uses color coded steps, shoes and socks to encourage alternation. 3. places cutouts of "footprints" on stairs, walks up stairs, placing feet on appropriate cutouts.

OBJECTIVE	ACTIVITY
A3. The student jumps with both feet from point to point.	1. The student stands on a large piece of wrapping paper. The teacher traces around the feet. The student jumps and the teacher traces around the feet in the new place. 2. The teacher uses records e.g. "Basic Awareness." 3. The teacher makes up games in which the student jumps over an obstacle.
A4. The student throws and catches a ball.	Start with activities using large playground ball. Decrease size of ball as skills develop. The student: a. bounces a ball with two hands. b. bounces a ball with one hand. c. bounces a ball with alternate hands. d. bounces a ball with one hand while walking a straight line. e. bounces a ball with alternating hands while walking a straight line. f. bounces a ball higher than the head and catches it on a fly. g. bounces a ball on one bounce to a partner from a distance of ten feet. h. tosses a ball higher than the head and catches it on a fly. i. throws a ball overhead to a partner from a distance of ten feet. j. catches a ball that has been thrown underhand by a partner from a distance of ten feet.

B. EYE-FOOT COORDINATION

OBJECTIVE	ACTIVITY
B1. The student stops a rolling ball with a foot.	The student plays soccer like games.
B2. The student, from a standing position, kicks a ball along the ground.	1. The student plays a game of bowling with blocks. The student kicks the ball and tries to knock down the blocks. 2. The student plays a game of kick-ball.

C. FINE MOTOR SKILLS

C1. The student consistently stacks a 3 block tower with flat, cube and rectangular blocks.	1. The student, copying from a model, builds a 3 block tower. 2. The student builds a 3 block tower without a model.
C2. The student consistently arranges objects in alignment.	The student: 1. lines up blocks or cards to make a "train." 2. sets a dial on a timer to a pre-marked position. 3. places two rods so that a mark on each of them is lined up.
C3. The student consistently alternates the use of hands in simple tasks.	The student: 1. places colored blocks in a box alternating hands. 2. runs relay races requiring carrying objects in alternating hands. 3. uses rhythm instruments which require alternating hand movements e.g. drums, xylophone.
C4. The student consistently uses one hand to hold an object in place while the other works.	The student: 1. tears paper. 2. cuts with a scissor. 3. zips up a jacket.
C5. The student consistently uses hands independently or together as appropriate.	The student: 1. plays with clay. 2. builds with blocks. 3. uses simple tools for wood working projects.

OBJECTIVE	ACTIVITY
C6. The student consistently pours dry material from and into various types of containers.	The student: 1. pours sand into a bucket. 2. adds dry ingredients in a cooking activity. 3. pours dry ingredients into a measuring cup to a marked point.
C7. The student consistently pours liquid from and into various types of containers.	The student: 1. pours juice from a pitcher into a cup. 2. adds liquid ingredients in a cooking activity. 3. pours liquid ingredients into a measuring cup to a marked point.
C8. The student consistently places rigid objects into holes.	The student: 1. uses Child Craft ring tower. 2. uses a peg board. 3. uses tinker toys.
C9. The student consistently threads a string through holes in objects.	The student: 1. strings beads. 2. completes a punched sewing card. 3. laces shoes.

D. EYE - HAND COORDINATION

GRAPHO-MOTOR SKILLS *

D1. The student consistently moves a crayon any way desired to fill in a 4" x 4" square on a large size piece of paper.	1. Given primary size crayons the student participates in various coloring activities. 2. The student colors to the rhythm of music.
D2. The student consistently draws a vertical line evenly and smoothly from example.	1. The student traces over vertical patterns on ditto sheets. 2. The student follows the dots of a vertical pattern. 3. Given a ditto sheet with various "follow the path" activities - the student draws a vertical line on the path.

*DLM has appropriate materials.

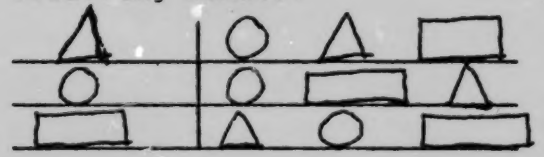
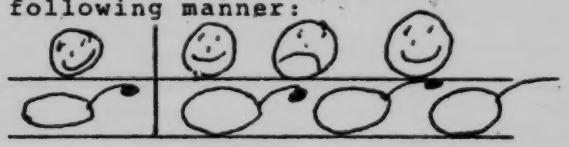
OBJECTIVE	ACTIVITY
D3. The student consistently draws a horizontal line evenly and smoothly.	Given a ditto sheet with various "follow the path" activities, the student will draw a horizontal line on the path. 1. The student traces over horizontal patterns on ditto sheet. 2. The student follows the dots of a horizontal pattern.
D4. The student consistently draws a diagonal line evenly and smoothly.	Same as preceding activities, except for directionality (insert diagonal pattern). DLM has good materials for this
D5. The student consistently draws a curved line evenly and smoothly.	Same as preceding activities, except for directionality.
D6. The student consistently draws basic shapes (circle, square, triangle, rectangle).	The student: 1. runs a finger around inside of the templates. 2. traces around inside of various templates with pencil. 3. copies forms that have been traced, approximately the same size, without the use of templates.
D7. The student consistently cuts along a continuous straight line.	The student: 1. cuts across a 1" strip of paper in one cut. 2. cuts across a 2" strip of paper in a few cutting motions. 3. cuts out a 6" strip of paper for an art project.
D8. The student consistently cuts along a curved line.	The student: 1. cuts out simple curved patterns. 2. cuts out magazine pictures. 3. cuts out 3" letters of the alphabet.

OBJECTIVE	ACTIVITY
D9. The student consistently indicates the ability to cross the midline.	The student: 1. using a whole arm motion and crossing the body midline, draws on the blackboard: a. two foot "x" b. two foot square c. two foot in diameter circle. d. two foot cross. 2. pastes one end of paper strip to another to form rings for chains. 3. copies basic shapes on 12" by 24" paper (circle, square, triangle, rectangle, cross).
D10. The student consistently reproduces own name in manuscript.	The student: 1. combines vertical, horizontal, diagonal and curved lines into simple forms and designs. 2. makes designs by drawing circles in both directions. 3. traces own name correctly: a. in sand or salt in a baking pan. b. by using a pencil to write over own name written in yellow magic marker. c. by using pencil to trace over dotted sample of own name written in yellow magic marker. 4. copies own name correctly from sample. 5. writes own name without sample.

OBJECTIVE	ACTIVITY
D11. The student consistently copies all upper and lower case letters of the alphabet in manuscript at near point.	The student: 1. combines vertical, horizontal, diagonal and curved lines into simple forms and designs. 2. makes designs by drawing circles in both directions. 3. traces letters correctly: a. in sand or salt in baking pan. b. using a pencil to write over letters in yellow magic marker. c. using a pencil to trace over dotted sample of letters written in yellow magic marker. 4. copies letters correctly from sample. 5. writes letters without sample. Use DLM materials for tracing
D12. The student consistently follows these verbal directions: a. draw a mark through. b. put a circle around. c. put an x over (on). d. draw a line under.	1. Given a ditto with simple pictures, the teacher asks the student to follow verbal directions by marking one picture with an x, putting a circle around one picture, drawing a mark through one picture, drawing a line under one picture. 2. Using workbook activities the student follows verbal directions.
D13. The student consistently copies all numbers from 1-10 at near point.	The student: 1. traces numbers correctly: a. in sand or salt in baking pan. b. using a pencil to write over numbers in yellow magic marker. c. using a pencil to trace over a dotted sample of numbers written in yellow magic marker. 2. copies numbers correctly from a sample. 3. writes numbers without a sample.

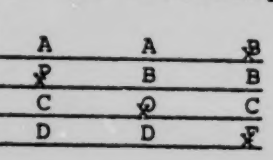
OBJECTIVE	ACTIVITY
D14. The student consistently copies all upper and lower case letters and numbers to 10 at far point.	The student: 1. copies date, weather and schedule from the blackboard onto paper. 2. copies invitations and thank you notes from the board onto paper. 3. copies class members' names, addresses and telephone numbers from the board onto paper.
D15. The student consistently produces uniformity in size of letters when copying letters and words from the blackboard to paper.	The student: 1. uses quadrille marked paper to write one letter in each square. 2. uses ruled paper as guide when writing.
D16. The student consistently produces uniformity in the space between words when doing written work.	The student: 1. places popsicle stick at the end of a word, as a guide, before writing the next word. 2. places index finger at the end of a word, as a guide, before writing the next word.

E. VISUAL DISCRIMINATION

OBJECTIVE	ACTIVITY
E1. The student consistently discriminates likenesses and differences in objects, colors, sizes, and shapes.	1. The teacher places four objects in front of the student (ball, book, pencil, or eraser). Given another of the objects above, the student matches it to that object which is the same. 2. The teacher places four objects in front of the student. Three of the objects contain the same property (size, color, or shape). The student identifies the object which is different. 3. Prepare a ditto sheet in the following manner:  The student indicates by marking an x on the figure on the right that matches the one on the left. 4. Prepare a ditto in the following manner:  The student chooses the drawings on the right that are the same as the stimulus. The drawings can be made more complex.
E2. The student consistently perceives missing parts of objects and identifies the missing parts.	*1. The teacher presents pictures of objects with missing parts. e.g. chair without leg, dog without ear, etc. The student has to identify the missing parts. *2. The student plays game of "What's Missing Lotto." *3. Given a ditto of objects with missing parts, the student completes the picture.

*GOAL Kit for Language Development

OBJECTIVE	ACTIVITY
E3. The student assembles parts of an object to make a whole figure.	1. The teacher shows one part of a picture and the student determines what the whole picture is. 2. The student puts together simple (3-4 piece) wooden puzzles. 3. The student cuts out a picture from a magazine, pastes it on cardboard, cuts it into 3 pieces and uses it as a student made puzzle.
E4. The student discriminates visually the difference between larger and smaller.	1. The student compares size of objects (beachball - tennis ball, large block - small block, large book - small book, etc.). 2. The student works a ditto sheet with drawings of objects that clearly show larger and smaller The student indicates size by marking an x on the larger figure and a circle around the smaller figure.
E5. The student discriminates visually between top and bottom.	The student stands at the top of the slide - the teacher and student say top. The student slides down and stands at the bottom of the slide. The teacher and student say bottom.
E6. The student recognizes likenesses and differences in letter forms.	1. The teacher prepares a ditto paper in the following manner: The student draws a line between matching letters.

OBJECTIVE	ACTIVITY
	2. The teacher prepares a ditto paper in the following manner.  The student marks an x on the letter that is different.
	3. The teacher assigns a letter to the student and gives the student a page of a magazine. The student marks all the letters that are the same as the assigned letter.
E7. The student identifies the sequence in pictures.	1. The teacher presents simple sequential songs and stories. The student then repeats the sequence. a. The teacher sings a song to the tune of "The Farmer in the Dell" with a sequence of morning routines. I heard my mother call... I got out of bed..... I got dressed.....etc. b. The teacher uses a simple picture book to tell a story in sequence. c. The teacher uses cut outs on a flannel board to tell a story in sequence. 2. The student uses materials such as the DLM* Sequence Cards. *Developmental Learning Material
E8. The student visually develops left to right progression.	1. The teacher makes a frame out of tag board which contains a window and places this over a prepared ditto paper so that the picture of an animal is revealed. As the frame is moved in a left to right progression across the paper, a path is revealed leading to the animal's house (food, toy, etc.).

OBJECTIVE	ACTIVITY
	2. The teacher prepares a ditto paper of simple mazes. The student begins on the left side of the paper and ends on the right side. 3. The teacher prepares a ditto paper with pictures of the children on the left side and toys on the right side. The student draws a line from the child to the child's toy.
E9. The student recalls prior visual objects or experiences.	1. The teacher places several different objects on a table. The student observes them. The student closes both eyes and the teacher removes one object. The student recalls what object is missing. 2. The student pretends to go on a picnic (trip). The student puts a picture of an object to take along in a suitcase and repeats what has gone into the suitcase before. 3. The student makes drawings of experiences. 4. The student dictates short cooperative experience stories. 5. The student tells about something that has been seen.

F. AUDITORY DISCRIMINATION

F1. The student recognizes his/her name in every circumstance, activity and environment.	1. The teacher sings on a daily basis a song "Where is _____ (child's name)_____. The teacher maintains eye contact with the student. The teacher answers for the student "Here I am, I am _____ (child's name). 2. The teacher plays a game with the students sitting in a circle. Teacher sings - "stand up" and calls each student's name until all are called. Students must respond to their names. Then the teacher sings - "sit down" - "sit down" until all are seated.

OBJECTIVE	ACTIVITY
F2. The student distinguishes between: a. loud - soft b. fast - slow Conditions of sound.	1. The teacher uses "Basic Awareness" record and asks students to follow directions: "clap your hands loudly, clap your hands softly, stamp your feet loudly, stamp your feet softly." 2. The teacher uses a DLM buzzer board. The teacher pushes the buzzer. The students raise their hands when the sound is loud. When the sound is soft, they stamp their feet. 3. The teacher uses the record "Learning Activities." The students interpret the directions - "the elephant walks so slowly, the tiger runs so fast." Ella Jenkins record "walk and walk, run and run." The student follow directions. 4. The teacher combines a motor activity with an auditory stimulus.
F3. The student identifies and discriminates between gross sounds heard in the classroom and elsewhere.	1. The student sits with eyes closed. The teacher slams the door, opens the window, writes on the blackboard, turns on the light, walks, plays the piano, etc. The student identifies the sounds. 2. The teacher uses records with auditory stimulus sounds - e.g. musical instruments, sounds of animals, rain, etc. The student identifies the sounds.
F4. The student follows simple verbal directions.	The teacher uses the"Peabody Language Development Kit, Primary Level" and the "GOAL Kit for Language Development." These materials contain many activities for following simple directions.

OBJECTIVE	ACTIVITY
F5. The student identifies the direction from which a sound comes.	1. The students sit with their eyes closed. A student calls his/her name from the back or front of the room. The student identifies where the sound came from. 2. The students play the game "Marco Polo." One student is blindfolded and calls out "Marco". The rest of the students call out "Polo." Then "Marco" has to find "Polo" by determining the direction of the sound.
F6. The student recognizes the tunes of simple songs.	1. The teacher plays a record. The student "Names that Tune." 2. The teacher hums songs the student is familiar with. The student identifies them.
F7. The student reproduces the tune of a simple song.	1. The student listens to songs played on records, tapes, piano, repeatedly. 2. The student sings songs using fingerplays and/or coordinated motor activities for cues. e.g. 'Eensy, weensy, spider' 'Ten Little Indians' 'This old man, he played one'
F8. The student discriminates and reproduces the rhythm of a song.	1. The teacher claps a three beat rhythm. The student reproduces the rhythm. 2. The teacher claps a five beat rhythm. The student reproduces the rhythm. 3. The student claps a rhythm. The other students reproduce it.
F9. The student listens to simple stories.	1. The student listens to the teacher tell simple fairy tales illustrated on a flannel board. 2. The student listens to the teacher read aloud from simple picture books. 3. The student listens to peers tell anecdotes. e.g. Show and Tell Everyday Experiences

OBJECTIVE	ACTIVITY
F10. The student listens to simple stories and recalls what is heard.	1. The student acts out a story. 2. The student supplies missing events when a story is being read aloud. 3. The student answers questions relating to the story.

G. TACTILE KINESTHETIC SKILLS

G1. The student consistently discriminates among different shapes, sizes, and textures of objects by touch.	1. The teacher places many objects of different textures and hardness on a table (foam rubber, cork, pennies, velvet, satin, burlap, fur, sand paper). Students see all of the objects. The teacher hands one object at a time to blindfolded student The student guesses what object is held. 2. The teacher places several objects in a box. The student puts a hand in the box and selects, describes, the object and guesses what it is before pulling it out. 3. Do the same as above with items of different shape and size.
G2. The student consistently discriminates among weights of objects.	1. Using a playground seesaw, have a heavy child sit on one side and a lighter child sit on the other side. The student observes that the heavy child will be able to hold up the lighter child. 2. The student compares different weight items by lifting them. 3. The student uses a simple balance scale and compares the weight of different classroom supplies. e.g. pencils, beads, etc.
G3. The student consistently discriminates among different temperatures of objects and air.	1. The student goes outside and experiences air temperature and compares it to the indoor temperature. 2. The student feels heat from the radiator and discusses the temperature. 3. The student drinks and compares hot cocoa and cold chocolate milk.

OBJECTIVE	ACTIVITY
G4. The student consistently matches, recognizes and names foods and drinks by taste.	1. The teacher places a variety of common foods such as apples, popcorn, bread, peanut butter, onion, lemon, chocolate, sugar, salt, etc. on a table. The student closes both eyes, takes a small amount of food into the mouth, and tells what it is. 2. The student tastes and discusses ingredients used in recipes while cooking. 3. The student tastes cranberry (sour) and granulated sugar (sweet). The ingredients are combined and cooked. The student tastes it.
G5. The student consistently matches, recognizes, and names foods and drink by smell.	1. The teacher places samples of items in baby food jars with holes punched in the lids (cloves, mint, saw-dust, perfume, chocolate, lemon, onion, etc.). The student closes both eyes and smells each jar. The student identifi various smells. 2. The student takes a nature walk and experiences and identifies various smells. (Flowers, air, grass, soil, exhaust fumes, etc.).

H. ATTENDING BEHAVIOR

H1. The student consistently follows simple commands or instructions.	1. The teacher asks the student to bring one object. e.g. Bring me a pencil, etc. 2. The student and teacher stand in front of a chair. The teacher says "Jack in the Box" and both sit down, "Jack out of the Box" and both stand up. The teacher always gives the command and does the action with the student.* 3. The student plays Simple Simon.

*"Learning Through Basic Awareness" records are good for these kinds of activities.

OBJECTIVE	ACTIVITY
H2. The student works at a given task for increasingly extended periods of time.	1. The teacher sets a timer for 60 seconds while the student is working at a given task. After the timer goes off, give the student a reward. The teacher gradually increases the time, always giving a reward until the desired length of time is reached. 2. The teacher repeats the above procedure, only giving a reward after completion of the entire task. 3. The teacher makes individual work lists. The student crosses off the work as it is completed.
H3. The student attends to relevant aspects of a stimulus.	The teacher: 1. removes auditory and visual distractions from the classroom environment as much as possible. 2. places the child in a study carrel to reduce visual distractability. 3. uses headphones for auditory input. 4. uses a customized template to block out irrelevant material on a page.
H4. The student completes a task before moving onto another one.	The teacher: 1. presents only as many multiples as the child can manage with certainty in the successful completion of a task. 2. insists that each child follow through and finish each task correctly. 3. sets time limits for each task and does not allow the child to terminate until the task is completed in the prescribed manner.

OBJECTIVE	ACTIVITY
H5. The student waits for instructions on how to proceed.	1. The student plays games such as: Giant Steps, Simon Says, Treasure Hunt, Red Light-Green Light. 2. The teacher withholds distracting materials until instructions are given and comprehended.
H6. The student waits for own turn to respond.	1. The student must wait for own name to be called to: move to learning centers, line up, get coats, etc. 2. The student must raise a hand to be acknowledged by teacher. 3. The teacher uses contingency reinforcement and modeling procedures.
H7. The student refrains from handling materials that are not intended for own use.	1. The teacher provides firm rules consistently adhered to with consequences clearly understood. 2. The teacher clearly establishes limits.
H8. The student remains seated at a given task for 60 seconds, gradually increasing time.	The teacher: 1. sets a timer for 60 seconds and rewards the student when the timer rings and the student still is in the seat. 2. gradually increases time. 3. rings a bell at random intervals.
H9. The student continues working at a task even in the face of frustration.	The teacher: minimizes frustration to tolerable levels by: a. allowing sufficient time for tasks. b. starting at a level of success. c. providing an atmosphere of acceptance, empathy, and positive regard. d. rewarding any productive coping behavior.

OBJECTIVE	ACTIVITY
H10. The student delays immediate gratification of needs and/ or wants.	1. The teacher engineers situations requiring progressively longer waiting periods prior to gratification of desires. 2. The student waits for some events over increasing spans of time.
H11. The student handles the transition from one activity to another.	1. The teacher establishes an auditory cue(e.g. bell, buzzer, song) to signal the end of one activity. 2. The teacher warns students verbally, before cueing, that the transition moment will take place shortly.
H12. The student tries new tasks when there is a risk of not succeeding.	1. The teacher engineers activities to minimize consequences of risk taking in an accepting environment. e.g. "Show and Tell: activity to increase risk taking in public speaking. 2. The student plays games of chance (such as Candy Land) with high risk but small consequences.
H13. The student competes with peers in simple games and accepts winning and losing.	1. The teacher creates opportunities using individual strengths so that all students have a chance to win. (Candy Land, Bingo Ball, games) 2. The teacher uses modeling and role playing to help students accept losing.
H14. The student works successfully with peers in activities involving 2,3 or more participants.	1. The teacher provides many opportunities for group activities e.g. block building, singing, cooking, wood working, rhythm bands, etc. 2. The teacher employs sociometric grouping to increase social acceptance of an individual child.

ORAL LANGUAGE

A. ARTICULATION

OBJECTIVE	ACTIVITY
A1. The student consistently produces a correct sound for each vowel as assessed by an articulation test. e.g. Photo Articulation Test a. Recognition of individual vowel sounds. b. Discrimination among vowel sounds. c. Imitation of individual vowel sounds in isolation. d. Production of vowels using pictures to elicit vowel sounds.	1. The teacher uses the Pollack Intersensory Phonics Readiness Kit. 2. The teacher uses board games. e.g. Sea-of-Vowels, Rhyming, Zig-Zag 3. The teacher uses the Peabody Articulation Kit.
A2. The student consistently produces the following consonant sounds: p,b,t,d,k,g,h,f,v,s,z,m, l,r,th,sch,ch as assessed by an articulation test. e.g. Photo Articulation Test a. Recognition of individual consonant sounds. b. Discrimination among consonant sounds. c. Imitation of individual consonant sounds in isolation. d. Production of consonants using pictures to elicit vowel sounds.	1. The teacher uses the Pollack Intersensory Phonics Readiness Kit. 2. The teacher uses games. e.g. Consonant Wheels, Constructo Carnival of Beginning Sounds. 3. The teacher uses clues to elicit words that start with specific consonants. 4. The teacher uses the Peabody Articulation Kit.

OBJECTIVE	ACTIVITY
A3. The student consistently produces consonant blends. bl, br, pl, pr, tr, dr, cr, cl, gr, gl, fr, sl, sw, sk, st, sp, sm, sn. as assessed by an articulation test. e.g. Diagnostic Reading Scales a. Recognition of individual blend sounds. b. Discrimination among blend sounds. c. Blending of the individual components to form the consonant blends. e. Production of consonant blends using pictures to elicit vowel sounds.	1. The teacher uses the Pollack Intersensory Phonics Readiness Kit. 2. The teacher uses board games. e.g. Space-Flight, Ends N Blends, Treasure Chest 3. The teacher uses the Peabody Articulation Kit.

B. SYNTAX

B1. The student consistently supplies naming words (nouns) when presented with a sampling of common objects.	Concrete The teacher presents actual objects or 3 dimensional representations for the student to name. Transitional 1. The student will name common objects from pictures in magazines. 2. The student will play board games requiring the naming of the object landed on. Abstract The teacher reads a story with missing nouns and the student supplies the nouns. e.g. simplification of Mad-Libs

OBJECTIVE	ACTIVITY
B2. The student consistently supplies action words (verbs) when presented with a sampling of actions.	**Concrete** 1. The teacher names a verb and student demonstrates the action. 2. The teacher demonstrates an action and student names the verb. **Transitional** The student watches movies, filmstrips, and T.V., and then names the actions. **Abstract** The teacher reads a story with missing verbs and the student supplies the verbs. e.g. Simplification of Mad-Libs
B3. The student verbally supplies five descriptive words (adverbs, adjectives) that give the attributes of pictures presented by teacher.	**Concrete** 1. The teacher demonstrates descriptive words and the student supplies them. e.g. The teacher demonstrates a happy face. 2. The teacher supplies a descriptive word and the student demonstrates. e.g. walk slowly **Abstract** 1. The teacher reads a story with missing adjectives and the student supplies the missing word. 2. The teacher reads a story with missing adverbs and the student supplies the missing word. e.g. Simplification of Mad-Libs
B4. The student consistently uses complete sentences in spontaneous speech.	The teacher models sentences and the student generates sentences that follow the model. e.g. The teacher holds an apple and says "I'm holding an apple." The student holds a banana and says "I'm holding a banana."

OBJECTIVE	ACTIVITY
B5. The student responds appropriately with a complete sentence when asked a question by the teacher.	The teacher plays a game of "What Is This?" in which the student must respond, "This is a _____." e.g. The teacher has objects in a bag, and selects one object at a time. The teacher holds up the object and asks "What is this?" The student replies, "This is a _____."
B6. The student consistently verbalizes singular and plural forms of simple nouns.	Concrete The teacher presents objects in both singular and plural forms and the student supplies the correct form. e.g. shoe or shoes Transitional Same as above using pictures. Abstract The teacher presents an incomplete sentence for the student to complete. e.g. I have one apple. I have lots of _____.
B7. The student appropriately and consistently uses the following pronouns in connected speech. 1. he 2. she 3. they 4. we 5. him 6. her 7. me 8. I 9. them 10. us 11. it	Concrete Pointing to an individual, the teacher demonstrates and models sentences using pronouns. e.g. Sue goes to the door. She goes to the door. Transitional Same as above using action pictures Abstract The teacher uses an incomplete sentence, requiring the student to supply the missing pronoun. e.g. Give the ball to John. Give the ball to him.

OBJECTIVE	ACTIVITY
B8. The student consistently uses correct past tense of regular verbs in connected speech.	1. The class plays pictorial sequential games such as *DLM See Ques. 2. The teacher asks, "What did you do before you came to school?" e.g. I brushed my teeth. 3. The class plays, "Yesterday and Today." e.g. Today I walk. Yesterday I walked.
B9. The student consistently verbalizes irregular plural forms of the following nouns: 1. foot 2. child 3. tooth 4. mouse 5. sheep 6. knife 7. leaf 8. man 9. woman 10. goose	Concrete The teacher demonstrates and verbalizes irregular plural forms of nouns using objects. Transitional Same as above using pictures. Abstract The teacher gives sentence pairs calling for student completion. e.g. Here is one foot. Here are two feet.
B10. The student consistently uses correct possessives in connected speech.	Concrete The teacher demonstrates and verbalizes possessives using objects and students. e.g. This is her ball - The teacher points to the girl holding a ball. Transitional The teacher presents pictures from the Wilson Syntax Kit. Abstract The teacher presents an incomplete sentence requiring the student to supply the appropriate possessive. e.g. This ball belongs to me. It is my ball. or It is mine.

OBJECTIVE	ACTIVITY
B11. The student changes adjectives from positive to comparative to superlative.	<u>Concrete</u> The teacher demonstrates and verbalizes items. e.g. 3 balls big, bigger, biggest <u>Transitional</u> Same as above using pictures and flannel boards. <u>Abstract</u> The teacher presents an incomplete sentence requiring the student to supply the comparative and superlative forms. e.g. Tom is big. John is even bigger. Tony is the very biggest.
B12. The student orally supplies correct common contractions.	1. The teacher presents games involving <u>matching</u> alternate forms. e.g. can't, cannot 2. The teacher presents games involving <u>selecting</u> alternate forms.

C. EXPRESSION

C1. The student responds consistently with an oral "yes" or "no" when asked a simple question.	<u>Concrete</u> The teacher demonstrates with an object. e.g. "Is this a ball?" <u>Transitional</u> The teacher demonstrates with pictures of objects. e.g. "Is this a ball?" <u>Abstract</u> The teacher asks a simple question. e.g. "Are you Mary Brown?"

OBJECTIVE	ACTIVITY
C2. The student supplies own first name when asked.	**Recognition** The teacher uses roll call, name tags and games which elicit recognition of students' first name. e.g. "Where is Mary?"(song-game) **Expression** The teacher uses games which require the student to supply first name orally. e.g. Puppet sings "My name is Charlie. What's your name?"
C3. The student consistently names and identifies body parts as assessed by teacher made test.	**Concrete** The teacher presents games which require students to indicate appropriate body parts. e.g. Hokey Pokey, Simon Says **Transitional** The teacher presents activities which require the student to manipulate representations of body parts. e.g. flannel board, jigsaw puzzle **Abstract** The teacher presents games and activities requiring oral identification of body parts.
C4. The student consistently supplies own full name when asked.	**Recognition** The teacher uses roll call, name tags, and games which elicit recognition of student's full name. e.g. "Where is Mary Smith?" **Expression** The teacher uses games which require student to supply full name. e.g. "My name is Charlie Brown. What's your name?"

OBJECTIVE	ACTIVITY
C5. The student consistently supplies own age and sex when asked by teacher.	Sex Recognition Students group themselves by sex for games and activities. Expression The teacher uses games which require an oral response. e.g. "Blue Bird, Blue Bird" song Age Recognition Students group themselves by age for games and activities. Expression The teacher uses games which require an oral response. e.g. song - "How old are you now?" Age and Sex Recognition Students group themselves for activities according to the two variables.
C6. The student consistently supplies names and relationships of immediate family members when asked.	Recognition The teacher uses photographs and labels identifying family members by name and relationships. Expression The student participates in "show and tell" involving family members.
C7. The student consistently supplies home address and telephone number when asked.	1. Home Address. The teacher uses songs, repetitive games, and mnemonic devices. e.g. The teacher sings "Do you live at _____?" The student responds "Yes, I live at _____." 2. Telephone Number. The teacher uses songs, repetitive games, mnemonic devices. e.g. The teacher holds up a card with a phone number, saying the numbers. The student responds, repeating the numbers. Using a demonstration telephone, the student dials his/her phone number.

OBJECTIVE	ACTIVITY
C8. The student consistently supplies the names of familiar teachers when asked.	Recognition Photographs of teachers are presented. The teacher reads labels and students match labels to photographs. Expression The teacher presents activities requiring the student to greet each teacher with correct name and title. e.g. "Good morning, Mrs. Green."
C9. The student consistently supplies the names of all classmates when asked.	Recognition Photographs of classmates are presented. The teacher reads the labels and the students match labels to pictures. Expression The teacher presents a game requiring the student to correctly verbalize the names of classmates. e.g. "Who has the button?"
C10. The student consistently names objects from the classroom environment.	Concrete The student names common assembled objects. Transitional The student names common pictured objects. Abstract The teacher supplies clues to riddles about common objects. The student responds with correct nouns.

OBJECTIVE	ACTIVITY
C11. The student consistently names objects in the classroom by their identifying characteristics.	Concrete 1. The teacher describes objects in the room by their characteristics. 2. Reverse roles. Transitional 1. The teacher presents pictured objects, and describes a picture by their characteristics. The student names the pictured object. 2. Reverse roles e.g. "I am thinking of one of these pictures. It has _____(describe object by its characteristics). Which picture is it?"
C12. The student consistently explains the use of objects in the classroom.	Concrete The teacher presents 10 common objects and the student demonstrates their use. e.g. hammer, scissors, etc. Transitional The teacher presents 10 pictures of common objects and the student demonstrates their use. Abstract 1. The teacher describes the use of an object and the student responds with the name of the object. 2. Reverse roles.

OBJECTIVE	ACTIVITY
C13. The student consistently classifies common objects according to categories.	Concrete 1. Objects are assembled 3 to a box, and the student identifies categories. e.g. "Which box has things to wear?" 2. Reverse roles. Transitional The student assembles magazine pictures by category. e.g. Foods, animals, clothes, etc. Abstract The teacher uses games in which categories are presented and student responds by naming as many objects as possible for each category. e.g. Instructo Classification Game
C14. The student consistently labels basic shapes - circle, square, triangle.	Concrete Presented with geometric objects, the student sorts and identifies a circle, square and triangle. e.g. geometric jigsaw puzzle. Transitional The student selects and identifies pictured circles, squares and triangles. Abstract The student names objects which are shaped like circles, squares and triangles.
C15. The student consistently names the primary colors - red, blue, yellow.	Concrete The student sorts beads by color. Transitional The student colors pictures at the teacher's direction. Abstract The student names colors. e.g. "What color is an apple?"

OBJECTIVE	ACTIVITY
C16. The student names the following colors: red, green, blue, yellow, orange, purple, black, brown.	Concrete The student sorts beads by color. Transitional The student colors pictures at the teacher's direction. e.g. "Color the hat green." Abstract 1. The student names colors. e.g. "What color is grass?" 2. The student names objects that are of a specific color. e.g. "Name some things that are green?"
C17. The student identifies objects as soft, hard, smooth, rough, dark, light, shiny, dull, flat and round.	Concrete The student sorts objects according to these categories. Transitional The student selects pictures that fit the described categories. Abstract The student describes objects using these categories.
C18. The student selects proper terminology of size.	Concrete The student sorts objects by size. Transitional The student selects pictures to illustrate large vs. small. Abstract The student describes objects by size.

OBJECTIVE	ACTIVITY
C19. The student supplies opposites for simple concept pairs.	**Concrete** The student supplies the opposite form for simple concept pairs. e.g. Pointing to large and small boxes or smooth and rough surfaces. **Transitional** The teacher uses card games and projects where the student selects opposites. e.g. "Concentration" (matching opposites). Boxes labeled sweet, sour, etc. **Abstract** The teacher uses sentence completion games which require the student to supply opposites. e.g. "An elephant is big and a mouse is _____."
C20. The student names the following shapes: star, diamond, oval, rectangle, heart.	**Concrete** Presented with geometric objects the student sorts and identifies a star, diamond, oval, rectangle and heart. **Transitional** The student selects and identifies pictured stars, diamonds, ovals, rectangles, and hearts. **Abstract** The student names objects which are shaped like stars, diamonds, ovals, rectangles and hearts.

OBJECTIVE	ACTIVITY
C21. The student names the following colors: pink, gray, tan and white.	Concrete The student sorts beads by color. Transitional The student colors pictures at the teacher's direction. e.g. "Color the flower pink." Abstract The student names colors. e.g. "Name some things that are pink."
C22. The student describes color, shape, texture and size of familiar objects in the classroom.	Concrete The student will sort objects according to color, shape, texture and size. Transitional Using pictures of objects, the student will describe the color, shape, texture and size of objects. Abstract The teacher uses riddles and games related to color, shape, texture and size.
C23. The student consistently names the days of the week in order.	The teacher uses songs, repetitive games, nursery rhymes, mnemonic devices. Daily calendar demonstration.
C24. The student consistently names birthdate.	The teacher uses repetitive games, mnemonic devices, calendar, and birthday celebration.
C25. The student consistently names the months of the year in order.	The teacher uses, songs, repetitive games, mnemonic devices, calendar, and holidays.

OBJECTIVE	ACTIVITY
C26. The student names ten animals.	Concrete The teacher uses games involving 3 dimensional representations of animals. Transitional The teacher uses matching games, naming games, and categorizing games involving pictures of animals. Abstract 1. The teacher uses riddle games involving naming of animals. 2. The student identifies names of animals by animal sounds.
C27. The student names ten articles of clothing.	Concrete The student identifies own and classmates clothing. Transitional The teacher uses colorforms, cut-outs, and pictures. Abstract The student names articles of clothing by function. e.g. "What do you wear to go swimming?"
C28. The student names 10 kinds of food.	Concrete 1. The student identifies foods from meals and snacks. 2. The teacher uses 3 dimensional representations of foods. Transitional The teacher uses pictures and flannel boards. Abstract The student names foods by taste, smell, touch and description.

OBJECTIVE	ACTIVITY
C29. The student names five kinds of transportation vehicles.	Concrete The student identifies transportation by 3 dimensional representation. Transitional The teacher uses pictures and flannel boards. Abstract The student names transportation vehicles by sound and description.
C30. The student names 5 kinds of tools.	Concrete The student identifies actual tools. Transitional The student uses pictures to identify tools. Abstract The student names tools by function.
C31. The student names and describes 5 occupations.	1. The students tell about their parents' occupations. 2. The students tell about occupations in school. 3. The students tell about occupations in the community. 4. The teacher uses pictures, books, symbols, and visual aids in the above activities.
C32. The student describes 5 people, giving at least 4 non-physical (personality) attributes for each person.	The teacher uses T.V., filmstrips, books, movies, and games about famous people.

OBJECTIVE	ACTIVITY
C33. The student names 5 holidays and tells the months in which they occur.	The teacher uses books, calendars, filmstrips, games and celebrations of holidays.
C34. The student names the sources of the following foods: meat, vegetables, milk and eggs.	Concrete 1. The teacher uses actual foods and discusses their sources. 2. The teacher takes students on field trips to illustrate food sources. Transitional The teacher uses filmstrips, matching games, and books. Abstract The teacher uses riddles involving foods. e.g. It's a green vegetable that Popeye eats.
C35. The student names sources of the following materials: wool, cotton, silk, synthetics.	Concrete 1. The teacher uses actual fabrics and discusses their sources. 2. The teacher takes students on field trips to illustrate fabric sources. Transitional The teacher uses filmstrips, matching games, and books. Abstract The teacher uses riddles and guessing games.
C36. The student completes a simple story of at least 5 sentences.	1. The teacher tells a familiar story. 2. The class discusses a story. 3. The class "acts out" a story. 4. The students tell a story.

	OBJECTIVE	ACTIVITY
C37.	The student "shows and tells" a familiar object, communicating clearly so that classmates are able to answer relevant questions formulated by the teacher.	The teacher uses daily "show and tell" activities, followed by teacher-led questions and discussions.
C38.	The student tells of a recent experience, communicating clearly so that classmates are able to answer relevant questions formulated by the teacher.	The teacher encourages the sharing of experiences. If necessary, the teacher prompts the student by asking an appropriate question. e.g.1."What did you see on T.V. last night?" 2.Game of Telephone. 3.The teacher uses the tape recorder.
C39.	The student participates in a dramatization of a simple, familiar story.	The teacher tells a dramatic story and aids the student in acting it out.

READING

INTRODUCTION

It is recommended that the teaching of beginning reading be diagnostic in nature. There should be an on-going evaluation of the student's strengths and weaknesses, and the rate of learning of various skills. This evaluation is used to determine the student's stronger and weaker modalities. (Is the student a visual or auditory learner? Is there a difference in the rate of learning visual and auditory skills? Is there a difference in the retention of visual and auditory learned skills? Which skills require more practice and reinforcement - visual or auditory?)

Auditory Learner

In early reading instruction, an auditory learner is a student who learns the sounds of letters after a normal amount of phonetic instruction, and can blend letter sounds to form words. In contrast, the auditory learner has difficulty learning sight (non-phonetic) words which requires visual discrimination and memory.

Visual Learner

A visual learner is a student who has the visual discrimination and memory required to learn sight vocabulary after a normal amount of instruction. The visual learner learns and retains sight words at a faster rate than words requiring phonic analysis and blending.

This curriculum recommends a sequence of skills. However, the teacher should be flexible and adjust the sequence according to specific needs and abilities of individual children.

A. VISUAL DISCRIMINATION AND VISUAL MEMORY

OBJECTIVE	ACTIVITY
A1. The student consistently recognizes a pair of letters that are alike and a pair of letters that are different. (a-a) (a-d)	Concrete Given a pair of 3 dimensional letters (wood, plastic, cardboard, etc.), the student identifies those pairs that contain the same letters. Transitional Given a deck of cards with two letters on each card, the student separates the deck into two piles, those with the same letters on a card and those with different letters on a card. Abstract Given pairs of letters in a workbook, the student circles those pairs that contain the same letters. (a-a) (t-f)
A2. The student consistently locates letters that are the same as the stimulus letter. (f - f f t h)	Concrete Given a 3 dimensional letter (wood, plastic, cardboard, etc.), the student locates the same letter from a group of four 3 dimensional letters. Transitional Given a letter tile (Scrabble or Anagrams), the student locates the same letter tiles from a group of letter tiles. Abstract 1. The student plays the game Concentration with a deck of cards with letters on them. 2. Given a stimulus letter, the student identifies a matching letter from a series of letters.

OBJECTIVE	ACTIVITY
A3. The student consistently locates letters that are different from the stimulus letter. (f - f f t f)	Concrete Given a group of 3 dimensional letters, the student selects the one letter that is different from the others. Transitional Given a set of letter tiles or cards, the student selects the letter that is different from the others. Abstract Given a set of letters in a workbook, the student selects the one which is different from the stimulus letter.
A4. The student consistently names lower case letters - consonants. * c,t,m,s,f,n,d,p,b,r,h,g,l	Concrete Given a 3 dimensional letter, the student names it. Transitional Given a bag with letter tiles, the student selects a letter and names it. Abstract The student plays a board game with letters on the spaces. The student names the letters landed on.

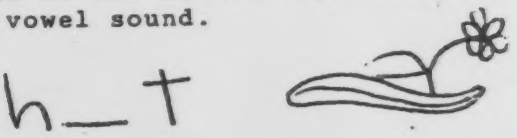
* Sequence is optional. Using letters in student's name is highly motivating.

OBJECTIVE	ACTIVITY
A5. The student consistently names lower case letters - vowels a,e,i,o,u	Same as for consonants.
A6. The student consistently copies a letter when given a visual sample or writes from dictation.	Concrete The student traces over a large sample of a letter on a blackboard, and names the letter. Transitional The student copies a letter on the blackboard, and names the letter. Abstract The student writes a letter named by the teacher.

B. AUDITORY DISCRIMINATION AND AUDITORY MEMORY

B1. The student consistently recognizes and identifies words and objects beginning with the same or different consonant sounds. (Mary - Mike) (book - table)	Concrete Given the names of objects and persons in the room, the student identifies those that begin with the same initial consonant sound. Transitional Given a series of objects or pictures, the student determines if they begin with the stimulus sound. Abstract Given a series of pictures in a workbook, the student identifies those that begin with the stimulus sound.

OBJECTIVE	ACTIVITY
B2. The student consistently names the initial consonant that an object or picture begins with.	Concrete 1. Given a cue card with a picture and the letter of the initial consonant, the student locates pictures of other objects beginning with the same initial consonant. Use family pictures if possible (Billy) (Mother) (Dad) (Tom). 2. Given the names of objects and other students, the student names the initial consonant. (desk, table, Bob, Tom, window). Transitional 1. Given a series of pictures, the student matches them to cards with initial consonant letters. 2. Given a set of picture cards, the student sorts them according to initial consonant. (This is recommended for similar sounding consonants f-v, t-d, p-b, m-n). Abstract Given a picture in a workbook, the student writes the letter representing the initial sound. (Ginn Level 2)
B3. The student consistently identifies a sound represented by the visual symbol of a letter.	Concrete The teacher presents a letter on a card, and the student names an object that begins with the sound represented by the letter. Transitional Given a set of cards with letters on them, the student selects a card and names an appropriate object. (May be played as a game). Abstract Given a set of Language Master Cards with letters on them, the student records the name of a word beginning with the appropriate sound.

OBJECTIVE	ACTIVITY
B4. The student consistently recognizes and identifies vowel sounds in the initial position. (recommended sequence a,i,u,o,e) Recommended picture cues: (1) a - apple (2) i - Indian (3) u - umbrella (4) o - octopus (5) e - elephant	**Concrete** The teacher gives the sound, and the student points to the appropriate cue picture with letters on them. **Transitional** The student has a deck of cards with pictures of objects beginning with short vowel sounds. 1. The student matches the pictures to pictures on cue cards. 2. The student matches the pictures to letters on cue cards. **Abstract** Given a word beginning with a short vowel sound, the student writes the letter.
B5. The student consistently recognizes and identifies short vowel sounds in initial or medial position.	See recommended activities for B4. (Student identifies letters instead of using cue cards.)
B6. The student consistently identifies and produces the vowel sounds when presented with the visual symbols.	**Concrete** The teacher presents a visual symbol of a vowel and the student names the letter and produces the sound. **Transitional** Given pictures of CVC words and a short vowel letter, the student identifies pictures that contain the vowel sound. **Abstract** Given the pictures, the student fills in the letter representing the vowel sound. 

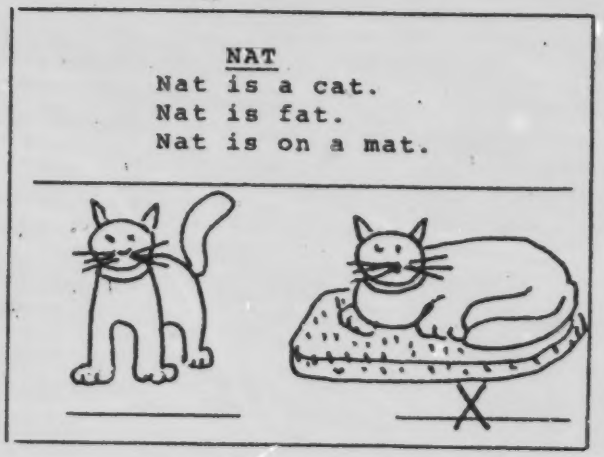
C. BLENDING

OBJECTIVE	ACTIVITY
C1. The student consistently:	Concrete
a. writes short words from dictation (CVC). (auditory recognition)	Given the word in dictation, the student writes it.
b. writes short words when presented with a picture of a noun or verb. (CVC) (visual recognition)	Transitional Given a series of pictures of nouns and verbs, the student writes the appropriate caption. (CVC)
c. reads short words. (auditory and visual recognition)	Abstract Given a word, the student matches it to the appropriate picture.

D. SIGHT VOCABULARY

D1. The student recognizes sight words in context and in isolation.	Concrete 1. The teacher writes short sentences with a sight word* underlined on the board and reads the sentence emphasizing the sight word. The student reads the sentence, "Nat is fat." The student points to the word <u>is</u>. 2. The teacher presents a series of sentences with the same pattern on the board, and the student reads the sentences. e.g. Dan <u>is</u> big. Pam <u>is</u> big. Dad <u>is</u> big. (Write the sight word on an index card for future use.) * Note: If commercially prepared programs are to be used (S.R.A. Merrill, etc.), introduce sight vocabulary as determined by the program. If the teacher is preparing own materials, introduce vocabulary from the Dolch pre-primer list that will be most useful in creating sentences.

OBJECTIVE	ACTIVITY
	Transitional 1. The teacher writes short sentences containing the sight word and the student reads them. (context) Language Master is recommended. 2. The teacher presents the index cards and the student reads the sight word in isolation. Abstract 1. The student reads short stories containing the sight word. 2. The teacher presents several sight words on the board in isolation and the student reads them.
D2. The student consistently and accurately reads short sentences.	Concrete The teacher presents a series of pictures with captions. The student reads the captions. Transitional The student matches a caption to an appropriate picture. Abstract The student reads short stories and matches the story to the appropriate picture.



Objective	
D3. The student consistently recognizes a statement and a question.	**Concrete** 1. The teacher verbally presents questions beginning with who, what, where, when, and why. The student recognizes that they are questions. 2. The teacher verbally presents sentences. The student recognizes that these are statements. **Transitional** 1. The student recognizes questions and statements when presented verbally. 2. The student recognizes questions and statements and punctuates them properly. **Abstract** The student formulates questions and statements orally.
D4. The student consistently writes statements and questions from dictation.	The teacher dictates short statements and questions. The student writes them. e.g. Nat is fat. Is Nat fat?
D5. The student consistently constructs and writes a sentence.	**Concrete** The student constructs sentences about things and children in the classroom. e.g. Mary is sitting next to Sam. The book is on the teacher's desk. **Transitional** The student constructs a sentence. The teacher writes the student's sentence on the board. **Abstract** The student writes a sentence.

OBJECTIVE	ACTIVITY
D6. The student consistently constructs and writes a question.	Concrete The students ask each other questions. Transitional The student asks a question. The teacher writes the question on the board. Abstract The student writes a question.
D7. The student consistently constructs and writes an appropriate caption for a picture.	Using the sample pictures in previous activities, the student writes simple statements and questions. (SRA Basic Reading Series, Level A & B workbook pictures are recommended.)

E. EVALUATION AND PROGRAM SELECTION

OBJECTIVE	ACTIVITY
E1. The student consistently demonstrates strengths and weaknesses in auditory and visual modalities. a. If the student shows greater strength in learning sight vocabulary and weakness in learning phonic analysis skills, then there is an indication that the student's strength is the visual modality. A reading program with a controlled vocabulary is recommended. b. If the student shows greater strength in applying phonic analysis and weakness in learning sight vocabulary, then there is an indication that the student's strength is the auditory modality. The main thrust of the reading program should be phonetic.	The teacher observes and evaluates student's performances in all activities up to this point. Recognition of words in isolation 1. The teacher presents two separate lists of the same number of words. One list contains only sight vocabulary. (was, the, of, to, etc.). One list contains only words that can be decoded phonetically (cat, pig, win, bag, etc.). The teacher evaluates the student's ability to read words by comparing the number of correct responses from both lists. 2. The teacher presents one list of an equal number of sight words and phonetic words and evaluates the student's ability to read sight and phonetic words by the number of correct responses. Recognition of words in context 1. The teacher presents a number of sentences with a word missing (use sight vocabulary and phonetic words). The student selects and writes the correct response from a choice of 3 words. e.g. The boy _____ in the car. (was / saw / can) Dan has a _____ of ham. (fan / cat / can) 2. The teacher presents a short paragraph containing sight words as well as phonetic words. The student reads the paragraph. The teacher analyzes the reading errors to determine if more errors are made in sight word recognition or in phonetic word analysis.

F. DEVELOPMENTAL READING SKILLS

The following is a recommended sequence of skills presented in three stages of difficulty. The teacher is to be flexible in his/her presentation of skills according to abilities and performance of individual students.

OBJECTIVE

F1. The student consistently recognizes the visual symbol for the auditory sound made of initial, medial and final consonants, blends, digraphs and silent consonants.

RECOMMENDED SEQUENCE OF SKILLS

Initial and final consonants

b	h	l	p	t	x
d	j	m	r	v	y
f	k	n	s	w	z

Consonant blends

bl	br	sw	st	nk
cl	cr	tw	sp	nd
fl	dr		sn	
gl	fr		sm	
pl	gr		sk	
sl	pr		sc	
	tr			

Consonant digraphs

sh
ch
th - voiced (this)
th - unvoiced (then)
ck
wh

Difficult consonants

"c" - city (s sound)
"c" - coat (k sound)
"g" - go (guh sound)
"g" - giant(j sound)
"q" - queen(kw sound)

Silent consonants

ph	gu
ng	kn
gh	wr

ACTIVITY

Concrete

The teacher presents objects and/or pictures of words containing the sounds to be learned. The student identifies the objects or pictures containing the sounds. (Auditory Recognition and Discrimination).

Transitional

1. The teacher presents a series of words on a cassette tape. The student indicates on a worksheet which words contain the specific phonic elements.
2. The teacher dictates a list of words containing the phoneme to be learned. The student writes the words.

Abstract

The student reads words containing the skills to be mastered in context and in isolation. (Visual Recognition and Discrimination).

OBJECTIVE

F2. The student consistently recognizes the visual symbol representing the short and long vowel sounds (using the final e rule), vowel digraphs (double vowel), variant vowels, r controlled vowels and "y" as a vowel.

RECOMMENDED SEQUENCE OF SKILLS

1. Short vowels a,i,u,e,o

2. Long vowels final e

3. Vowel digraphs

   "ai"-mail "ea"-seat
   "ee"-meet "ay"-day
   "oa"-coat "ie"-tie
   "ow"-show

4. Variant vowels

   "oi"-oil "au"-haul
   "oy"-boy "aw"-saw
   "ou"-out "al"-talk
   "ow"-brown "oo"-book
   "oo"-food

5. Controlled vowels

   "ar"-car "ir"-girl
   "er"-her "or"-for
   "ur"-fur

6. "Y" as a vowel

   One syllable word - fly, my
   Two syllable word - party, funny

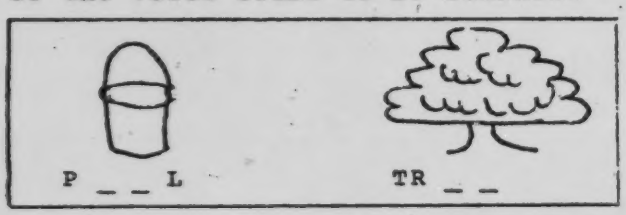
ACTIVITY

Concrete

1. The teacher presents the sound of the short vowel sound with a "cue" picture such as: apple for a, Indian for i, umbrella u, elephant for e and octopus for o.
2. The teacher presents the various objects or pictures and the student identifies those objects that contain the sounds.

Transitional

The teacher presents a worksheet with pictures on it and the student writes the visual symbol of the vowel sound to be learned.



Note: It is recommended that the teacher introduce one vowel at a time. After each vowel is presented and mastered, the student should be presented with many experiences in auditory and visual discrimination.

Abstract

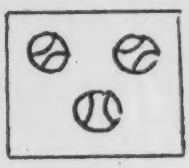
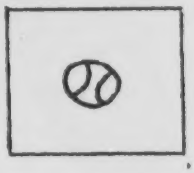
Auditory Discrimination

The teacher dictates words of similar configuration where only the vowel changes. The student writes them with the correct vowel form. (pit pot pet pat)

Visual Discrimination

1. The teacher presents words of similar configuration on the blackboard where only the vowel phoneme changes. The student reads these words. (pit pot pet pat)

2. The teacher presents written sentences.
   e.g. The hat can _____ Dan
   (fit fat)
   Rocks are _____ _____.
   (hard hand)

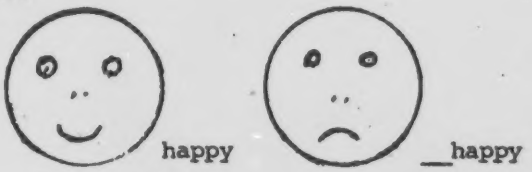
OBJECTIVE	ACTIVITY
F3. The student consistently identifies the two simple words forming one compound word.	Concrete The teacher presents a picture of a compound word. (snow ball) The student discusses the component simple words. Transitional The teacher presents compound words and the student underlines the simple words within the compound words. (snow ball) Abstract The teacher presents a series of simple words. The student combines them into compound words. e.g. snow room class ball dog house
F4. The student consistently indicates an understanding of the plural form of noun(s).	Concrete The teacher demonstrates plurals with concrete objects and the student responds with the singular or plural form of the word. Transitional The teacher presents a group of pictures illustrating one or more objects. The student responds by selecting the correct word appropriate for each picture. Abstract 1. The teacher presents a word. The student selects the illustration of the word. (shoes) (tree) 2. The teacher presents pictures of one or more objects and the student writes the singular or plural form of the word.  balls  ball

OBJECTIVE	ACTIVITY
F5. The student consistently indicates the effect an ending has on a verb. (s, ing, ed)	Concrete 1. The teacher presents pictures of action verbs and assists the students to recognize the different forms of the verbs and their correct usage. e.g. The man is working in his yard. Yesterday he worked in his yard. 2. The student formulates his own sentences about the pictures using the correct form of the verb. Transitional The teacher presents a sentence with the verb missing and the student circles the correct form of the verb on a worksheet. The boy is _____. (plays play playing) Abstract The student uses the correct form of the verb in an original sentence.
F6. The student consistently recognizes the meaning of the possessive('s).	Concrete The teacher illicits from the students the correct use of the possessive forms of nouns. e.g. Whose book is this? It is Dan's book. Transitional The teacher presents a worksheet with the correct and non-correct forms of the possessive in sentences. The student underlines the correct forms. e.g. It is Dan book. It is Dan's book. It is Dans book.

OBJECTIVE	ACTIVITY
	Abstract The teacher presents a sentence indicating possession. The student rewrites the sentence using the possessive form. e.g. The book belongs to Dan. It is Dan's book.
F7. The student consistently and accurately uses comparative and superlative endings. (er, est).	**Concrete** 1. The teacher demonstrates the use of "er" when comparing the size of 2 similar objects. (bigger, longer, taller, smaller) The student selects the appropriate object. (smaller ball) 2. The teacher demonstrates the use of "est" when comparing the size of 3 or more similar objects. (biggest, tallest longest, smallest) The student selects the appropriate object. (longest string)
	Transitional The teacher presents a worksheet with pictures of different sized objects. The student demonstrates an understanding of comparatives and superlatives by marking a worksheet as verbally directed by the teacher. ("Put an X on the [bigger] [biggest] dog.")
	Abstract The teacher presents a list of sentences using comparatives and superlatives. The student indicates an understanding of comparatives and superlatives by marking the correct sentence. e.g. Mary is biggest than Tom. Mary is bigger than Tom. Tom is the tallest in his class. Tom is the taller in his class.

OBJECTIVE	ACTIVITY
F8. The student consistently indicates an understanding of ing and ed forms of verbs ending with e.	Concrete The teacher introduces the rule "drop final e when adding ing or ed." The teacher writes a list of verbs ending in e on the blackboard and the student indicates an understanding of the ing and ed form of the word by erasing the final e and writing ing or ed. Transitional The teacher presents a worksheet with a list of verbs ending in ing or ed. The student writes the root word with the final e. Abstract The student reads the ing and ed forms of verbs ending in e.
F9. The student consistently reads the plural forms of words ending in s, x, ch, and sh. (es)	Concrete The teacher presents rule "use es for the plural form when words end in s, x, z, ch, and sh." The teacher writes a list of words ending with the above endings. The student demonstrates a knowledge by writing the correct form of the words. Transitional The teacher presents a worksheet with illustrations of 2 or more objects including words with the above endings. The student writes the appropriate endings. e.g. book(s), dish(es), fox(es) Abstract The student reads the plural forms of words ending in x, s, z, ch, sh.

OBJECTIVE	ACTIVITY
F10. The student consistently reads words whose final consonants are doubled when adding ing or ed.	Concrete The teacher presents the rule "double final consonant when adding ing or ed if preceded by a short vowel sound." The teacher writes a list of words to which this rule applies. The student demonstrates a knowledge by writing the correct ing or ed form. e.g. pat - patting pat - patted stop stopped stopping Transitional The teacher presents a worksheet with ing or ed forms of the words. The student circles the root word. e.g. (sit)ting (run)ning (swim)ming Abstract The student reads words whose final consonants are doubled when adding ing or ed.
F11. The student consistently understands the rule, "when y is preceded by a consonant, change y to i, then add ed, es, er, or est."	Concrete The teacher presents the rule. The teacher lists words on the blackboard that end in y. The student erases the y and follows the rule. Transitional 1. The teacher presents a worksheet with a list of words ending with y. The student writes the word with the appropriate suffix. 2. The teacher presents a worksheet with a list of y ending words with the appropriate suffixes. The student writes the root word. e.g. families - family. Abstract 1. The student reads words whose final y was changed to i when ed, es, er, or est was added.

OBJECTIVE	ACTIVITY
F12. The student consistently understands the meaning of prefixes and suffixes and how they change the meanings of root words.	Concrete (Demonstration where possible) 1. The teacher demonstrates prefixes such as un and re. e.g. tie-untie load- reload (Discussion where possible) 2. The teacher, through discussion, leads the student to recognize the change in a root word when a prefix is added. (honest - dishonest) (perfect-imperfect) Transitional The teacher presents a worksheet with pictures. The student chooses the correct prefix to describe the picture. e.g.  happy __happy Abstract The teacher presents sentences with a missing word. The student uses the context of the sentences to determine the appropriate response. e.g. John put on his shoes. Then he _____his shoelaces. untied-ties The boy lost his dog. He is _____. happy - unhappy The above activities are recommended for suffixes, where appropriate.
F13. The student consistently identifies the root words, when given a list of words containing prefixes or suffixes.	Concrete The teacher presents a list of words on the blackboard containing prefixes or suffixes. The student reads the word and identifies the root word verbally. Transitional The teacher presents a worksheet with a list of words containing a suffix or prefix. The student circles the prefix or suffix and underlines the root word. e.g. (un)happy helpful Abstract The teacher presents words containing a prefix or suffix. The student uses the root word in a sentence.

OBJECTIVE	ACTIVITY
F14. The student consistently identifies the contraction formed by the 2 given words.	Concrete The teacher presents contractions in context. The student identifies the alternate forms. (I'm - I am) Transitional The teacher presents a list of contractions and their alternate forms. The student matches them. e.g. I'm — He is He's — I am She's — She is Abstract The teacher presents a sentence containing a contraction. The student re-writes the sentence using the alternate forms. e.g. I'm going to the park. I am going to the park.
F15. The student consistently identifies the 2 words that form a given contraction.	See recommended activities under F14 contractions.

OBJECTIVE	ACTIVITY
F16. The student consistently identifies the number of syllables in a word which is presented auditorily.	Concrete The teacher presents words of one or two syllables and claps at each syllable. The student identifies the number of claps heard. Transitional The student reads from a list of words and claps at each syllable. Abstract The teacher presents words of one or two syllables. The student identifies the number of syllables heard.
F17. The student consistently identifies the number of syllables by applying the basic rules* of syllabication when presented with the words visually. *Basic rules 1. double consonants - rab/bit, fun/ny 2. two consonants - cir/cle, pic/ture	Concrete The teacher presents one rule at a time. A list of words representative of that rule is put on the blackboard. The student places the slash between the two syllables. Transitional The teacher presents a worksheet. The student identifies the two syllables. Abstract The teacher presents a list of unfamiliar words representative of the rules. The student identifies the two syllables.

MATHEMATICS

A. READINESS SKILLS

OBJECTIVE	ACTIVITY
A1. The student consistently sorts objects and pictures according to category.	Concrete 1. Given a set of objects, the student selects those used in the kitchen. 2. Given a number of geometric forms, the student sorts them according to shapes. 3. Given a number of coins (dimes, nickles, quarters), the student sorts them according to size. Transitional 1. Set up three "stores", a clothing store, a food store and a toy store. The student sorts pictures and places them in the appropriate "store" (things to wear, things to eat, things to play with). 2. The student sorts pictures according to classifications things found in a home, in a school, on the street. Abstract The student cuts out pictures from magazines and makes a collage, according to a classification of function. (Things to wear, eat, or play with, animals, summer, winter, etc.).
A2. The student recognizes four basic geometric shapes, circle, square, rectangle and triangle.	Concrete 1. The teacher places shapes on the table and the student manipulates and identifies the shapes. 2. Using templates, the student traces the four basic shapes. Transitional 1. The teacher provides the student with pictures of geometric shapes to be reproduced by the student. 2. The student identifies the four basic geometric shapes when a part of a larger picture.

OBJECTIVE	ACTIVITY
	Abstract 1. The student can assemble simple puzzles of the four basic geometric shapes. 2. The student identifies and names the four basic geometric shapes in the environment (windows, clocks, tables, blackboard).
A3. The student consistently identifies equivalent sets through one-to-one matching.	Concrete The teacher places 5 cups on a table and gives the student 5 jellybeans. The student places 1 jellybean in each cup. Transitional The teacher draws 2 similar sets of geometric symbols on the blackboard. The student draws a line between the corresponding symbols. Abstract The teacher places five beds on a flannelboard. The student places a flannel figure on each bed.
A4. The student visually identifies non-equivalent sets on a consistent basis.	Concrete 1. The teacher presents the student with four cups and four saucers. The student identifies them as being equivalent sets by placing a cup on each saucer. 2. Same as above, but with an uneven number of cups and saucers. The student identifies them as non-equivalent sets. Transitional 1. Given a worksheet with pictures of an unequal number of cups and saucers, the student identifies non-equivalent sets by drawing lines from a cup to a saucer. 2. Given a worksheet with equivalent and non-equivalent sets, the student identifies the non-equivalent sets (dogs and doghouses, birds and nests, children and balloons).

OBJECTIVE	ACTIVITY
	Abstract The student draws equivalent and non-equivalent sets.
A5. The student consistently identifies cardinal numbers from 0 to 5.	Concrete The teacher prepares six paper plates, each one with a number from 0 to 5 written on it. Each plate contains the appropriate number of peanuts. The student counts the peanuts on each plate and gives evidence of understanding the relationship between the numeral and the quantity of peanuts. The teacher gives the peanuts to the student who then appropriately distributes the peanuts on each plate. Transitional Given a worksheet, the student matches numerals to the appropriate sets of objects. Abstract 1. Given a set of objects, the student writes the numeral. 2. Given a numeral, the student draws an appropriate set of objects.
A6. The student consistently writes cardinal numerals 0 to 5.	See activities listed on pages 8 and 9, D13 and D14.
A7. The student consistently demonstrates an understanding of "more than" and "less than."	Concrete 1. The teacher gives the student 3 red blocks and 2 yellow blocks and asks, "Which group has more blocks?" The student gives an appropriate answer. The teacher changes the number and color of the blocks. 2. The same as above, and the teacher asks, "Which group has less blocks?"

OBJECTIVE	ACTIVITY
	Transitional Using a balance scale the teacher places a different number of blocks on each side. The student identifies which side has "more" and which side has "less." **Abstract** Given a set of objects on a ditto sheet, the student draws sets that contain "more" or "less" than the given set, as directed by the teacher.
A8. The student consistently demonstrates an understanding of "left" and "right."	**Concrete** The teacher puts a red mitten on the student's right hand. The student raises hand and identifies it as "right." The hand without the mitten is identified as "left." **Transitional** The student can identify "left" and "right" parts of his body when playing a game (Simon Says). **Abstract** Given a piece of paper divided vertically in half, the student draws previously learned shapes or numbers on the right or left side of the line, as designated by the teacher.
A9. The student consistently demonstrates an understanding of "larger" and "smaller."	**Concrete** 1. The student identifies the "largest" in a group of objects. 2. The student identifies the "smallest" in a group of objects. 3. Given an object the student selects a "smaller" and/or "larger" object from a group of objects. 4. The student sequences objects according to size (smallest to largest). **Transitional** Same as above, but use worksheets or dittos.

OBJECTIVE	ACTIVITY
	Abstract 1. Given a picture of a geometric shape or object, the student can draw a "larger" and/or "smaller" one. 2. The student can draw a series of geometric shapes or objects from "smallest" to "largest."
A10. The student consistently demonstrates an understanding of "longer" and "shorter."	Same as A9.
A11. The student consistently identifies the cardinal numerals 6 to 10.	Same as A5.
A12. The student consistently writes the cardinal numerals 6 to 10.	Same as A6.
A13. The student consistently arranges the numerals 0 to 10 in correct sequence.	Concrete Using plastic cubes or blocks, the student constructs columns from 1 to 10, places them in proper sequence on a board with 11 boxes, and writes the corresponding numeral next to each box. Transitional Given a set of 11 cards, with 0 to 10 objects on a card, the student places them in proper sequence and writes the corresponding numeral at the bottom of each card. Abstract 1. Given 11 blank cards, the student draws a set of objects on each from 0 to 10, and writes the corresponding numeral at the bottom of each card. 2. The student writes the numerals 0 to 10 in correct sequence.

OBJECTIVE	ACTIVITY
A14. The student consistently demonstrates an understanding of "before," "after" and "between."	Concrete The students are placed on a line and the teacher develops activities related to "before," "after" and "between." Transitional 1. Using a number line with numerals 0-10, the student places a peg on a designated number and identifies which number "before" and "after." 2. Same as above, except using two pegs, the student identifie the number(s) between. Abstract Given a written sequence of numbers, the student inserts the appropriate "before," "after" and "between."
A15. The student consistently demonstrates an understanding of "first," "next" and "last."	See activities for A14.
A16. The student consistently identifies the ordinal position of objects from first to tenth.	Concrete 1. Five students line up. The other students identify the position of each student in line. The students take turns standing in line and identifying ordinal positions. 2. Same as above but using ten students or ten different pictures of people, birds, animals. Transitional 1. Given five shapes on the blackboard, the children identify the ordinal position of each shape in sequence, then out of sequence. 2. Same as above, but with 10 shapes. Abstract Given 10 blocks of the same color, the student will select the block designated by the teacher ("give me the fourth block.")

OBJECTIVE	ACTIVITY
A17. The student consistently demonstrates an understanding of "odd" and "even" numbers.	Concrete The teacher presents 10 sets of blocks with 1 to 10 blocks in a set. The student identifies those sets in which each member has a "partner" and those sets in which there is a member without a partner. The teacher introduces "even" and "odd" concepts. The student demonstrates understanding by designating "even" or "odd" when presented with sets of from 1 to 10 blocks. Transitional Given worksheets with sets of from 1 to 10 members and their corresponding numeral, the student designates which sets are "even" and which sets are "odd." Abstract 1. The student constructs "even" and "odd" sets as designated by the teacher. 2. The student can identify "even" and "odd" numerals in sequence and in isolation.

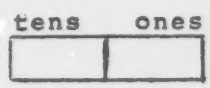
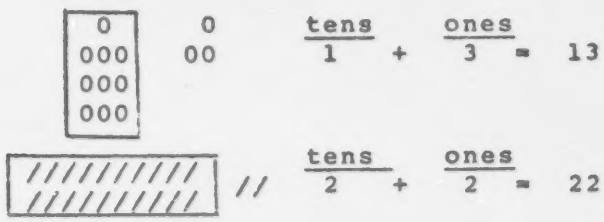
B. COMPUTATION

Word problem solving should be introduced as early as possible. The word problems should be presented orally and experientially and become an integral part of the child's total language development program.

OBJECTIVE	ACTIVITY
B1. The student consistently interprets action pictures or physical activities in relation to addition readiness.	Concrete Three students stand in front of the room. Two students stand in back of the room. Ask the two students from the back of the room to join the three students in front of the room. Generate discussion of activity and repeat for student participation. Transitional Use a flannel board display to show the joining of sets with numerals. Abstract Given a worksheet consisting of picture sets, the student joins matching sets to form an addition equation. e.g. 2 cats and 3 cats equals 5 cats.
B2. The student consistently joins sets with 0 to 5 members using mathematical notation (+ and =).	Concrete: The teacher constructs an addition problem using a flannel board and aides, then demonstrates the equation representing the operation. e.g. 3 apples + 2 apples = 5 apples 3 + 2 = 5 Abstract The student computes simple equations whose addends are no greater than five.

OBJECTIVE	ACTIVITY
B3. The student consistently writes an appropriate equation to fit a picture problem.	Concrete Two children come up to the front of the room. Two more children join them. Through teacher led discussion, the student observes that there are now 4 children. The student then writes the equation on the board (2+2=4). Abstract The teacher presents a worksheet with picture stories and the student writes the appropriate equations.
B4. The student consistently understands that changing the order of the addends does not change the sum.	Concrete The teacher gives the student a piece of 8" x 11" cardboard with the front and back different in color. The student attaches 3 clothespins on one side and two clothespins on the other side. The student counts the number of clothespins on each side. The teacher writes the equation (3+2=?) on the chalkboard and asks, "What is the sum?" The teacher turns the card around displaying a set of 2 and a set of 3. Follow the same activities as stated above. Transitional The teacher presents two playing cards. On one card is 4 pennies, on the other is 1 penny. The student writes the appropriate equation (4+1=5). The teacher switches the cards and the student writes the equation (1+4=5). Abstract The student completes a worksheet prepared in the following manner: _____ + _____ = _____ _____ + _____ = _____

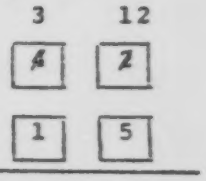
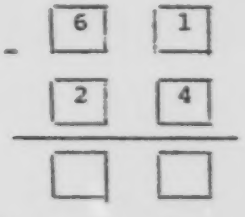
OBJECTIVE	ACTIVITY
B5. The student consistently solves addition problems of two addends whose sums are not greater than 10.	Extend activities used in B3 and B4.
B6. The student consistently interprets action pictures or physical activities in relation to subtraction readiness.	Adapt activities used in B1 for subtraction.
B7. The student consistently subtracts from numbers not greater than 10.	Concrete Given a set of ten objects, the student creates own equations and writes them on a sheet of paper. Transitional 1. Given a worksheet with pictorial subtraction problems, the student writes the equation. 2. Given a number line, the student solves subtraction equations. Abstract The student solves subtraction problems in which the minuend is no greater than 10.
B8. The student consistently recognizes that addition and subtraction are inverse operations.	Concrete The teacher presents the student with 10 interlocking blocks consisting of a set of three red blocks and seven blue blocks. The student joins the sets and observes that three plus seven are ten. The student removes the set of three and observes that ten take away three are seven. The student joins the sets to form ten and then removes the set of seven and observes that ten take away seven are three. Transitional Repeat the same activity. This time the student writes the equations.

OBJECTIVE	ACTIVITY
	Abstract: Given the equation 3+7=10, the student will write two subtraction equations.
B9. The student consistently understands the concept of ones and tens with regard to place value.	**Concrete** 1. A student makes a stack of ten books. Another student brings up three more books. The teacher asks, "How many tens and ones are there?" Continue to display groups of tens and single objects and determine the amount of tens and ones. 2. Using a bead frame, the teacher shows 10 beads in the first row. The teacher asks the student to determine how many beads are in the first row (10). The teacher pulls one bead from the second row to the left of the row and asks the student, "How many beads are there now?" (11). The teacher continues to develop numbers in the higher decades, as so many tens and so many ones, using the same procedures. **Transitional** The teacher writes  on the board. The teacher displays groups of tens and single objects. The teacher writes the numerals in the appropriate pla value boxes. The teacher repeats the activity and asks the student to write the numerals in the appropriate place value boxes. **Abstract** The student completes work sheets prepared in the following manner:  Extend the above activities through the decades.

OBJECTIVE	ACTIVITY
B10. The student consistently counts by 5's and 10's to 100.	**Concrete** 1. The teacher asks a group of students to stand in a row. The teacher asks the first student to raise right hand, extend fingers and count them aloud (1,2,3,4,5). The teacher asks the next student to raise hand and continue the counting (6,7,8,9,10). After the last student in the row has counted, the teacher asks a student, "How many fingers are raised?" The teacher tells the students to lower their hands and then begin again to count their fingers, this time counting by fives. 2. Follow a similar procedure to count by tens. This time the students raise both hands and count their extended fingers. **Transitional** 1. The teacher presents the student with a number line and asks the student to count saying the first four numbers silently and the fifth one aloud. The teacher does this slowly counting with the student. The teacher should hear 5, 10, 15, 20, etc. As the activity continues, the teacher encourages the student to eventually omit the silent words completely. 2. The teacher displays the 100 table. The teacher explains that when you count things 5 at a time, you are counting by 5's. The student counts by 5 using the 100 table. 3. Follow a similar procedure to count by 10's. **Abstract** 1. The teacher prepares a ditto of connect the dot animals numbered by 5's from 0-100. 2. Follow a similar procedure to connect the dots numbered by 10's from 0-100.

OBJECTIVE	ACTIVITY
B11. The student consistently counts to 100 by 2's.	Concrete Using interlocking blocks grouped in units of two, the teacher presents two blocks to the student and asks,"How many blocks are there?"(2) The teacher consecutively adds more units of two and repeats the question each time. Transitional The teacher presents a number line. The teacher explains that when you count things 2 at a time you are counting by 2's. The teacher asks the student to count saying the first number silently and the second one aloud. The teacher does this slowly counting with the student. The teacher should hear (2,4,6,8 etc.). As the activity continues the teacher encourages the child to omit the silent words completely. Abstract Adapt activities used in B10-Abstract.
B12. The student consistently adds 2 digit numbers using regrouping.	Concrete The teacher displays 3 bundles of 10 sticks and 15 single sticks. The student counts the number of tens and then counts the single sticks. The teacher writes on the chalkboard: 3 tens 15 ones. The teacher asks "Are there enough single sticks to make another bundle of 10?" The student then bundles together 10 of the single sticks. The teacher writes on the chalkboard: 3 tens 15 ones = 45 _ tens __ ones = 45 The teacher asks the student to write on the blackboard how many bundles of 10 sticks and how many single sticks there are now. The teacher asks "Is 3 tens 15 ones equal to 4 tens 5 ones?" Repeat this activity.

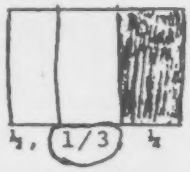
OBJECTIVE	ACTIVITY
	Transitional The teacher provides a worksheet showing addition of 2 digit numbers requiring regrouping $\begin{array}{r} 26 \\ +\ 47 \\ \hline \end{array}$ The student counts out 26 sticks grouping each set of 10 and counts out 47 sticks grouping each set of 10. The student regroups the 13 loose sticks into one set of 10 and 3 loose sticks. The student counts the groups of 10 and writes the answer 73. e.g. $\begin{array}{rcc} & \underline{\text{tens}} & \underline{\text{ones}} \\ & 1 & \\ + & 2 & 6 \\ & 4 & 7 \\ \hline & 7 & 3 \end{array}$ **Abstract** Given a worksheet with 2 digit addition, the student will compute the problems.
B13. The student consistently subtracts two digit numbers from a minuend no higher than 99, with regrouping.	**Concrete** The teacher writes a subtraction problem on a large card, writing the numbers in the 10's place in red and the numbers in the 1's place in blue. $\begin{array}{r} \boxed{4}\ \boxed{2} \\ -\ \boxed{1}\ \boxed{5} \\ \hline \square\ \square \end{array}$ The teacher stacks 4 red blocks on the 4 in the minuend and 2 blue blocks on the 2 in the minuend. The teacher explains that in this game, one red block is worth 10 blue blocks. If the student does not have enough blue blocks, the bank will give him 10 blue blocks for one red one. The student exchanges a red block for 10 blue ones, and changes the problem to match the actual number of new blocks.

OBJECTIVE	ACTIVITY
	(regrouping)  The student proceeds with the problem by removing the number of blocks specified in the subtrahend. The student works through several problems in this manner with the teacher's assistance. Transitional Given a worksheet with two digit subtraction requiring regrouping, the student will work through the problems using red and blue blocks as in concrete activity. e.g.  Abstract Given a worksheet with two digit subtraction, with or without regrouping, the student will compute the problems.

C. FRACTIONS

C1. The student consistently recognizes objects that are divided into 2 equal parts.	Concrete The teacher will cut an apple, cupcake, candy bar, brownie, etc. into two grossly unequal parts. The student recognizes that the parts are not equal. The teacher will cut an edible whole into two equal parts. The student recognizes that the parts are equal. Transitional Given a worksheet with pictures of objects cut into 2 unequal and equal parts, the student puts an X on the objects cut into 2 equal parts.

OBJECTIVE	ACTIVITY
	Abstract Given a worksheet with geometric shapes that are partly shaded, the student puts an X on those shapes that are divided into two equal parts. e.g.
C2. The student consistently recognizes objects that are divided into 3 or 4 equal parts. C3. The student consistently identifies the number of equal parts of a whole (2,3 or 4) and understands that each part has a name: one-half, one-third, one-fourth.	Concrete The teacher folds a piece of colored paper in two equal parts. The student identifies that the paper is in two equal parts. The teacher states that each equal part is called one-half. Transitional Given a worksheet with pictures of objects divided into two unequal or equal parts, the student identifies the objects that are divided into halves. Abstract Same as Transitional, using geometric shapes. The above activities are adaptable to one-third and one-fourth.
C4. The student consistently understands and recognizes that the names of the parts of a whole can be expressed in mathematical symbols (1/2, 1/3, 1/4).	Concrete Using the activity in C3, the teacher explains that one-half can be written as 1/2, and the bottom numbers always represent the total number of parts of a given whole. Use this same activity for 1/3 and 1/4.

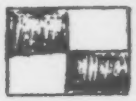
OBJECTIVE	ACTIVITY
	Transitional Given a worksheet with geometric shapes divided into halves, thirds and fourths, and one part shaded; the student identifies the correct symbol for the shaded part. e.g.  **Abstract** Given a worksheet with geometric shapes divided into halves, thirds and fourths, and one part shaded; the student writes the correct symbol for the shaded part. e.g. = $\frac{1}{2}$
C5. The student consistently understands that the bottom number of a fraction represents the number of parts of the whole and the top number represents a specific number of those parts.	**Concrete** The teacher folds a piece of colored paper in three equal parts. The teacher puts an x on two of the parts. The student observed that two of the thirds have x's on them. The teacher writes the fraction 2/3 on the blackboard explaining that the bottom number represents the total amount of parts the paper was divided into, and the top number represents the number of parts having an x . The teacher states the mathematical expression, "two-thirds." **Transitional** Given a worksheet with geometric shapes cut into 2,3, or 4 equal parts and one or more of those parts shaded, the student identifies the parts. e.g. 2 equal parts shaded 4 equal parts in all

OBJECTIVE

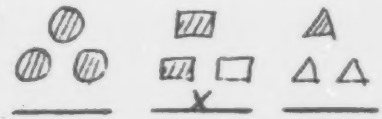
ACTIVITY

Abstract

1. Repeat the same activity. This time the student writes the fraction representing the shaded parts.

e.g.  $\frac{2}{4}$

2. Given a worksheet with sets of 2,3, or 4 objects, the student uses a fraction to tell about a part of the sets.
   e.g. A picture of four mittens, three of which are blue. The student writes the fraction 3/4 to indicate the part of the set that is blue.

3. Given a worksheet with a fraction and three sets of objects, variously colored, the student selects the set that represents the fraction.
   e.g. $\frac{2}{3}$ 

D. MONEY

It is highly motivating to students when real money is used in teaching the value of coins. A "store" can be set up in the classroom by using empty food cans and cartons. (Cans should be opened from the bottom.) Toys are also effective, as soon as possible, experiential problem solving involving money should be introduced. As various operational skills are learned, they should be applied to working with money and problem solving.

OBJECTIVE	ACTIVITY
D1. The student consistently recognizes a penny and understands its value (one cent). The cent sign (¢) is introduced.	Concrete The teacher shows the student a group of pennies and discusses size, shape and color. The teacher names the coin, "penny," and states that it is worth one cent. The student selects the correct number of pennies as requested by teacher. Transitional Given a worksheet with pictures of toys with price tags, the student circles the correct number of pennies corresponding to the price on the tags. Abstract Given a worksheet with sets of pennies and toys with price tags, the student draws a line from a set of pennies to the toy it will buy.
D2. The student consistently recognizes a nickel and understands its value (5 cents).	Same activities as in D1.
D3. The student consistently selects the correct coins (pennies and nickels) for values up to ten cents.	Concrete The teacher displays a group of pennies and nickels. The student selects the correct coins as requested by the teacher for values up to ten cents. Transitional Same as D1. Abstract Same as D1.
D4. The student consistently recognizes a dime and understands its value (10 cents).	Same as D1.

OBJECTIVE	ACTIVITY
D5. The student consistently demonstrates an understanding of the value of a dime and its equivalent coins (10 pennies, 5 pennies and a nickel, two nickels).	Concrete The teacher displays a group of pennies, nickels and dimes. Through discussion, the student demonstrates an understanding of coins equivalent to a dime by selecting an appropriate set of equivalent coins from the group of coins. Transitional Given a set of cards with pictures of food and prices on them, the student selects the different sets of coins equivalent to the price on a card. Abstract Given a worksheet with a picture of a dime on the top and pictures of different sets of coins, the student circles the sets that are equivalent to a dime.
D6. The student consistently selects the correct coins (pennies, nickels and dimes) for values up to 100 cents.	Concrete The teacher presents cans and packages of real food with prices on them (value up to 100 cents). There are pennies, nickels and dimes on the table. The student "buys" an item by selecting the correct set of coins. Transitional Given a worksheet with pictures of toys with price tags and sets of coins, the student circles the coins in each set that are equivalent to the price on a tag. Abstract Given a worksheet with 4 columns as depicted below, the student designates the number of dimes, nickels and pennies required for a given amount.

	dime	nickel	penny
48¢	4	1	3

OBJECTIVE	ACTIVITY
D7. The student consistently recognizes a quarter, and understands its value (25 cents).	Same activities as D1.
D8. The student consistently demonstrates an understanding of the value of a quarter and equivalent sets of coins (25 pennies, five nickels, two dimes and a nickel or 5 pennies).	Same activities as D5.
D9. The student consistently selects the correct coins (pennies, nickels, dimes, and quarters) for values up to 100 cents.	Same activities as D6.
D10. The student consistently recognizes a half dollar and understands its value (50 cents).	Same activities as D1.
D11. The student consistently demonstrates an understanding of the half dollar and equivalent sets of coins.	Same activities as D5.
D12. The student consistently selects the correct coins for values up to 100 cents.	Same activities as D6.
D13. The student consistently understands that one dollar has a value of 100 cents.	Same activities as D1.
D14. The student consistently demonstrates an understanding of the value of one dollar and its equivalent coins.	Same activities as D5.
D15. The student consistently demonstrates an understanding of the dollar sign and cent mark by reading and writing the value of money over one dollar.	Concrete The teacher demonstrates the dollar sign and cent mark by writing amounts of money on the board and explaining the use of these signs. The student demonstrates an understanding by writing amounts on the blackboard as designated by the teacher.

OBJECTIVE	ACTIVITY
	Transitional The teacher writes amounts of money on the blackboard and the student reads the amounts. Abstract The teacher dictates amounts of money and the student writes them using the dollar sign and the cent mark.
D16. The student consistently computes addition and subtraction problems involving dollar signs and cent marks.	The teacher explains that addition and subtraction with money signs does not affect the computation process. Given worksheets with addition and subtraction of money, the student computes the answers.

E. LINEAR MEASUREMENT

E1. The student consistently demonstrates an understanding of linear measurement by measuring objects in inches.	Concrete 1. The teacher measures the student's height, makes a mark on the wall, and writes the student's name next to the mark. A six foot stick, marked in inches, is used to measure the height. The student observes the height in inches. 2. The student marks the teacher's height on the wall (standing on a chair if necessary). The student uses the stick and observes the teacher's height in inches. 3. The student uses the stick to measure objects in the room. (floor, table, blackboard, windows, etc.). 4. The student uses a yardstick to measure objects in the room, reading the inches only.

OBJECTIVE	ACTIVITY
	Transitional 1. Given a worksheet with pictures of objects, the student measures the length with a 12 inch ruler. 2. Given a worksheet with lines of different lengths, the student measures the length with a 12 inch ruler. Abstract The student draws a line of specific length, in inches, as designated by the teacher.
E2. The student consistently identifies a 12 inch "foot."	Concrete The teacher introduces the concept "12 inches is one foot." Through discussion, repetition and reinforcement, the student learns to identify a 12 inch ruler as "one foot." The student measures objects in the classroom in terms of feet. Transitional The student measures lines on the blackboard or on large paper with a 12 inch ruler (one foot) to the nearest foot. The student makes a mark at the end of each foot and places the beginning of the ruler at the mark to measure the next foot. The student gives measurements in terms of feet. Abstract The student draws a line of a specific length as designated by the teacher. Note: The teacher and the student constantly refer to "foot" and "feet" in order to establish appropriate language.

ACTIVITY	OBJECTIVE
E3. The student consistently measures objects in feet and inches.	Same activities as E1. The student gives measurements in terms of ____feet, and ____inches.
E4. The student consistently identifies a 36 inch "yard" and measures objects in yards, feet and inches.	Same activities as E1 and E2. Using a yardstick instead of a 12 inch ruler, the student gives measurements in terms of ____yards, ____feet, and ____inches.
E5. The student will demonstrate an understanding that larger units are better for measuring larger objects or distances and smaller units are better for measuring smaller objects or distances.	Concrete 1. The teacher will draw a long line on the blackboard and ask the students if it would be better to use a foot ruler or a yardstick to measure it. The student selects the correct measure and measures th line. The student, then uses the other measure and measures the line. Through discussion the teacher leads the student to realize the yardstick was better. 2. Same as above, but with a short line on a piece of paper. Transitional The teacher points to objects and distances in the room. The student states whether a 12 inch ruler or a yardstick is a better measure and why. The student uses both measures to test the response.
E6. The student consistently measures objects to the nearest inch, foot and yard.	Adapting previously given activitie the teacher presents the student with objects to be measured to the nearest inch, foot or yard. The student measures the objects and correctly states the measuremen to the nearest unit designated.

OBJECTIVE	ACTIVITY
E7. The student consistently demonstrates an understanding of the use of arbitrary units in measurement.	**Concrete** The teacher asks the student to estimate how many workbooks are as long as the worktable. After the student responds, the teacher lays the workbooks lengthwise on the table and writes on the blackboard, and says "one table equals 12 books." This activity is repeated with pencils, sheets of paper, paperclips, etc. After each activity the teacher verbalizes and writes the equation Through discussion, the teacher elicits responses from the student which demonstrates an understanding that an object can be measured with a variety of units. **Transitional** The student makes a "measure" by interlocking paper clips and uses it to measure objects in the room. The student writes the measurements in terms of ____paperclips. **Abstract** 1. The student measures lines on the blackboard and on paper with the paperclip measure and writes the measurements in terms of _____paperclips. 2. The student makes an arbitrary unit of length by cutting an oak tag strip that is one inch wide and gives the unit of length a name. On another long strip of oak tag, one inch wide, the student marks off an arbitrary number of the arbitrary units and numbers them. The student names this new unit of length. Objects and distances in the room are measured and measurements are given in terms of the made-up measures.

OBJECTIVE	ACTIVITY
E8. The student consistently demonstrates an understanding of centimeters as a unit of measure by measuring objects in centimeters.	Same activities as E1.
E9. The student consistently demonstrates an understanding of the relationship between centimeters and meters by measuring objects and distances in meters and centimeters.	Concrete The teacher reviews the relationship between inch, foot, and yard. The teacher presents a meter and explains the relationship between centimeters and meters (100 centimeters = 1 meter). Through discussion, repetition and reinforcement, the student learns to identify a "meter," and learns that 1 meter is 100 centimeters. Transitional: The student measures lines on the blackboard in terms of _____ meters and _____centimeters. Abstract Given a piece of oak tag, one inch wide and one centimeter long, the student marks off 100 centimeters on a long strip of oak tag, numbering the centimeters. The student cuts the excess oak tag and uses the meter to draw lines of a specific length as designated by the teacher.

F. TEMPERATURE

F1. The student consistently gives the name for the thermometer and consistently demonstrates an understanding of its function - to measure "hot" and "cold."	Concrete 1. The teacher presents two pans of water, one "cold" and one "hot" (very warm). The student feels the water as the teacher elicits the response that one pan is "cold" and the other is "hot". The teacher has two thermometers which are then placed into the pans of water. The student observes that the red line on the thermometer placed in "cold" water goes down and that the red line on the thermometer placed in the

OBJECTIVE	ACTIVITY
	"hot" water goes up. The teacher names the thermometer and states its function. The student repeats what the teacher has stated. 2. The teacher presents two pans of water and has the student predict the change in the thermometer after they are placed into the pans of water. The student makes generalizations based on observations. The student consistently names the thermometer. Transitional Given a worksheet with pictures of thermometers of different temperatures, the student identifies which thermometers are registering "cold" and which are registering "hot." The student names the thermometer. Abstract Given a cardboard thermometer with a movable red and white string, the student moves the string to indicate "cold" or "hot" as designated by the teacher. The student names the thermometer. Note: The teacher can utilize environmental conditions to demonstrate the above objective (radiators, open windows, thermometers, outside conditions such as snow, etc.).
F2. The student consistently reads the temperature on a thermometer in degrees.	Concrete 1. Using a cardboard thermometer with a movable red and white string, the teacher demonstrates how to read the degrees in units of 10. The student reads the degrees in units of 10. 2. Using the cardboard thermometer, the teacher demonstrates how to read the degrees to the nearest even number. The student reads the degrees to the nearest even number.

OBJECTIVE	ACTIVITY
	Transitional Given a worksheet with pictures of thermometers of different temperatures, the student identifies the degrees registered. Abstract 1. Given a cardboard thermometer, with a movable red and white string, the student moves the string to register a specific number of degrees as designated by the teacher. 2. The student measures the outside temperature every day, at the same time, and fills in the temperature on a dittoed thermometer. The student then compares the daily temperature over a period of time.
G. CALENDAR	
G1. The student consistently demonstrates an understanding that a calendar tells the month, day and date by correctly reading information from a calendar.	The teacher displays a large calendar with removable names of months and dates. Every morning, the student has a lesson involving the calendar. 1. On the first day of each month, the teacher names the month. The student repeats it. Subsequently, the student names the month every day. The name of the month is displayed and the student learns to read it. 2. The names of the days of the week are on the calendar. The teacher names the days in sequence and points to the words on the calendar. The student repeats what the teacher says. Through repetition, the student learns the sequence of the days and recognizes the words. Every morning the student names the day of the week.

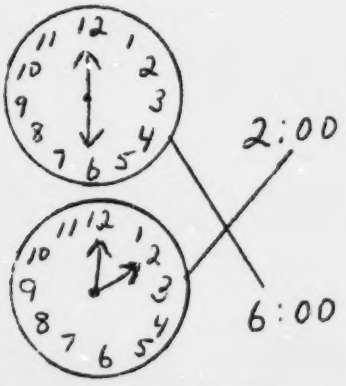
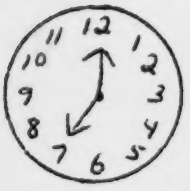
OBJECTIVE	ACTIVITY
	3. On the first day of each month, the teacher gives the student a blank calendar. The student copies the month and days from the large calendar. With the help of the teacher, the student locates the first day of the month, and writes a 1 in the appropriate box. Every morning the student writes another numeral on the calendar. Every morning the student names the month, day, and date.
	4. Every morning the teacher notes an important event (if any) for the day on the large calendar. (someone's birthday, class trip, holiday, visitor, etc.) The teacher reviews these events. ("When was Jim's birthday?" "When did we go to the zoo?" "What happened on the second Tuesday?" "On what day(s) of the month did it rain? Snow?" "Whose birthday was last week? What day?")
G2. The student consistently sequences the days of the week.	The teacher displays the days of the week on individual cards and asks, "What is the first day of the week?" If the student does not know, the student refers to the large classroom calendar. Through discussion, the teacher helps the student sequence the cards. Through repetition, the student learns to name the days of the week in sequence. The student puts the cards in sequence.
G3. The student consistently demonstrates and understands the concepts of "last," "first," ordinal numbers, "yesterday," "tomorrow," "last week," "next week," "last month," "next month," by correctly responding to questions.	Through daily discussion the teacher introduces and reinforces a concept. "Whose birthday is tomorrow?" "Where did we go yesterday?" "What holiday did we celebrate last week?" "If there is a "one" in today's box, what does it mean?" etc. The teacher cues the student to elicit the correct response, which is then reinforced through repetition and supplemental activities.

H. TELLING TIME

It is assumed that through language activities the student has learned the concept of "passage of time." This section presents objectives which deal with the functional use of a clock.

OBJECTIVE	ACTIVITY
H1. The student consistently recognizes a clock and watch.	The teacher presents the student with various objects (cup, thermometer, portable radio, etc.) and the student identifies a small table clock by name. Follow the same procedure for a watch. The above activity is repeated using pictorial representations. Include a variety of sizes, shapes, and types of clocks and watches.
H2. The student consistently identifies and reproduces the parts of a clock (face, numbers, hands).	Concrete The student places the numbers and hands on a clock face, learning their correct positions, names and functions. (Manipulative materials are available from commercial distributors). Transitional The student names the parts of a clock (face, numbers, hands) on teacher made pictures. The student fills in the missing numbers or hands as needed. Concrete Given a round template, the student draws a clock face, fills in the numbers from 1 to 12 in their correct position, and draws the hour and minute hands.
H3. The student consistently expresses and sets the correct time on a clock to the hour.	Concrete 1. Using a large demonstration clock, the teacher introduces the concept of "o'clock" by placing the minute hand on the 12 and the hour hand on various numerals. The student through demonstration, modeling, and repetition names the various hours depicted. The

OBJECTIVE	ACTIVITY
	teacher says, "What time is shown on the clock?" The student responds, "It is seven o"clock."
	2. Using a clock, the student observes the following: a. the minute hand moves more rapidly than the hour hand. b. the minute hand moves all the way around the face while the hour hand moves only from one numeral to the next.
	Transitional
	1. The teacher tells the student to set the demonstration clock to three o'clock. The student sets the clock and repeats the time.
	2. Presented with picture representations of clock faces, the student fills in the correct time. e.g. _____o'clock
	3. Matching activities can also be used to reinforce the above activity.
	Abstract
	Given times of day (1 o'clock, 3 o'clock, etc.), the student draws the clock hands in their proper positions on a preprinted clock face.

OBJECTIVE	ACTIVITY
H4. The student consistently expresses time to the hour using the numerical form 0:00 (1:00, 2:00, 3:00, etc.).	1. The student matches respective times when presented in o'clock and numerical (0:00) forms. 1 o'clock — 6:00 6 o'clock — 1:00 2. The student matches clock faces to the numerical form for expressing time. e.g.  3. Given clock faces set to specific times, the student fills in the correct time to the hour in both o'clock and numerical form. e.g.  7 o'clock 7:00
H5. The student consistently identifies the right side of the clock face as "after the hour" and the left side of the clock as "to the hour."	The teacher introduces representations of the clock face which are shaded in two colors, one for "after the hour" and one for "to the hour." The teacher explains that the clock face has two sides. The numbers one to five are on the "after" side and the numbers seven to eleven are on the "to" side. The numbers twelve and six are on the line between the two halves and are special. The student practices

OBJECTIVE	ACTIVITY
	placing and drawing the hour hand on various numbers identifying the position as being on the "after" side or "to" side of the clock face.
H6. The student consistently expresses and sets the correct time on a clock to the half hour.	Follow the same activities described in H3 and H4.
H7. The student consistently expresses and sets the correct time on a clock to the quarter hour.	Follow the same activities described in H3 and H4.

APPENDIX

THE SPECIAL EDUCATION

CORE CURRICULUM MANUAL

BASIC LEVEL

Learning Skills
Oral Language
Reading
Mathematics

C O N T I N U O U S P R O G R E S S

R E P O R T F O R M

Region III Special Education
Closter Plaza
Closter, New Jersey 07624

LEONARD MARGOLIS, DIRECTOR

LEARNING SKILLS	Date Introduced	Date Partially Achieved	Date Mastered
A. Gross Motor Skills			
A1. The student maintains body balance when walking, running, jumping, hopping, galloping, and skipping.			
A2. The student consistently climbs stairs alternating one foot per step.			
A3. The student jumps with both feet from point to point.			
A4. The student throws and catches a ball.			
B. Eye-Foot Coordination			
B1. The student stops a rolling ball with a foot.			
B2. The student, from a standing position, kicks a ball along the ground.			
C. Fine Motor Skills			
C1. The student consistently stacks a 3 block tower with flat, cube and rectangular blocks.			
C2. The student consistently arranges objects in alignment.			
C3. The student consistently alternates the use of hands in simple tasks.			
C4. The student consistently uses one hand to hold an object in place while the other works.			
C5. The student consistently uses hands independently or together as appropriate.			
C6. The student consistently pours dry material from and into various types of containers.			
C7. The student consistently pours liquid from and into various types of containers.			

LEARNING SKILLS	Date Introduced	Date Partially Achieved	Date Mastered
C8. The student consistently places rigid objects into holes.			
C9. The student consistently threads a string through holes in objects.			
D. Eye-Hand Coordination			
D1. The student consistently moves a crayon any way desired to fill in a 4"x4" square on a large size piece of paper.			
D2. The student consistently draws a vertical line evenly and smoothly from example.			
D3. The student consistently draws a horizontal line evenly and smoothly.			
D4. The student consistently draws a diagonal line evenly and smoothly.			
D5. The student consistently draws a curved line evenly and smoothly.			
D6. The student consistently draws basic shapes (circle, square, triangle, rectangle).			
D7. The student consistently cuts along a continuous straight line.			
D8. The student consistently cuts along a curved line.			
D9. The student consistently indicates the ability to cross the midline.			
D10. The student consistently reproduces own name in manuscript.			
D11. The student consistently copies all upper and lower case letters of the alphabet in manuscript at near point.			

LEARNING SKILLS	Date Introduced	Date Partially Achieved	Date Mastered
D12. The student consistently follows these verbal dir directions: a. draw a mark through, b. put a circle around, c. put an X over (on), d. draw a line under.			
D13. The student consistently copies all numbers from 1-10 at near point.			
D14. The student consistently copies all upper and lower case letters and numbers to 10 at far point.			
D15. The student consistently produces uniformity in size of letters when copying letters and words from the blackboard to paper.			
D16. The student consistently produces uniformity in the space between words when doing written work.			
E. Visual Discrimination			
E1. The student consistently discriminates likenesses and differences in objects, colors, sizes, and shapes.			
E2. The student consistently perceives missing parts of objects and identifies the missing parts.			
E3. The student assembles parts of an object to make a whole figure.			
E4. The student discriminates visually the difference between larger and smaller.			
E5. The student discriminates visually between top and bottom.			
E6. The student recognizes likenesses and differences in letter forms.			

LEARNING SKILLS	Date Introduced	Date Partially Achieved	Date Mastered
E7. The student identifies the sequence in pictures.			
E8. The student visually develops left to right progression.			
E9. The student recalls prior visual objects or experiences.			
F. Auditory Discrimination			
F1. The student recognizes his/her name in every circumstance, activity and environment.			
F2. The student distinguishes between: a. loud-soft b. fast-slow			
F3. The student identifies and discriminates between gross sounds heard in the classroom and elsewhere.			
F4. The student follows simple verbal directions.			
F5. The student identifies the direction from which a sound comes.			
F6. The student recognizes the tunes of simple songs.			
F7. The student reproduces the tune of a simple song.			
F8. The student discriminates and reproduces the rhythm of a song.			
F9. The student listens to simple stories.			
F10. The student listens to simple stories and recalls what is heard.			
G. Tactile Kinesthetic Skills			
G1. The student consistently discriminates among different shapes, sizes, and textures of objects by touch.			

LEARNING SKILLS	Date Introduced	Date Partially Achieved	Date Mastered
G2. The student consistently discriminates among weights of objects.			
G3. The student consistently discriminates among different temperatures of objects and air.			
G4. The student consistently matches, recognizes and names foods and drinks by taste.			
G5. The student consistently matches, recognizes, and names foods and drink by smell.			
H. Attending Behavior			
H1. The student consistently follows simple commands or instructions.			
H2. The student works at a given task for increasingly extended periods of time.			
H3. The student attends to relevant aspects of a stimulus.			
H4. The student completes a task before moving onto another one.			
H5. The student waits for instructions on how to proceed.			
H6. The student waits for own turn to respond.			
H7. The student refrains from handling materials that are not intended for own use.			
H8. The student remains seated at a given task for 60 seconds, gradually increasing time.			
H9. The student continues working at a task even in the face of frustration.			

LEARNING SKILLS	Date Introduced	Date Partially Achieved	Date Mastered
H10. The student delays immediate gratification of needs and/ or wants.			
H11. The student handles the transition from one activity to another.			
H12. The student tries new tasks when there is a risk of not succeeding.			
H13. The student competes with peers in simple games and accepts winning and losing.			
H14. The student works successfully with peers in activities involving 2, 3 or more participants.			
ORAL LANGUAGE			
A. Articulation			
A1. The student consistently produces a correct sound for each vowel as assessed by an articulation test.			
A2. The student consistnetly produces the following consonant sounds: p,b,t,d,k,g,h,f,v,s,z,m, l,r,th,sch,ch as assessed by an articulation test.			
A3. The student consistently produces consonant blends: bl, br, pl, pr, tr, dr, cr, cl, gr, gl, fr, sl, sw, sk, st, sp, sm, sn as assessed by an articulation test.			
B. Syntax			
B1. The student consistently supplies naming words (nouns) when presented with a sampling of common objects.			

ORAL LANGUAGE	Date Introduced	Date Partially Achieved	Dace Mastered
B2. The student consistently supplies action words (verbs)when presented with a sampling of actions.			
B3. The student verbally supplies five descriptive words (adverbs, adjectives) that give the attributes of pictures presented by teacher.			
B4. The student consistently uses complete sentences in spontaneous speech.			
B5. The student responds appropriately with a complete sentence when asked a question by the teacher.			
B6. The student consistently verbalizes singular and plural forms of simple nouns.			
B7. The student appropriately and consistently uses the following pronouns in connected speech: 1. he 2. she 3. they 4. we 5. him 6. her 7. me 8. I 9. them 10. us 11. it			
B8. The student consistently uses correct past tense of regular verbs in connected speech.			
B9. The student consistently verbalizes irregular plural forms of the following nouns: 1. foot 2. child 3. tooth 4. mouse 5. sheep 6. knife 7. leaf 8. man 9. woman 10. goose			
B10. The student consistently uses correct possessives in connected speech.			
B11. The student changes adjectives from positive to comparative to superlative.			

ORAL LANGUAGE	Date Introduced	Date Partially Achieved	Date Mastered
B12. The student orally supplies correct common contractions.			
C. Expression			
C1. The student responds consistently with an oral "yes" or "no" when asked a simple question.			
C2. The student supplies own first name when asked.			
C3. The student consistently names and identifies body parts as assessed by teacher made test.			
C4. The student consistently supplies own full name when asked.			
C5. The student consistently supplies own age and sex when asked by teacher.			
C6. The student consistently supplies names and relationships of immediate family members when asked.			
C7. The student consistently supplies home address and telephone number when asked.			
C8. The student consistently supplies the names of familiar teachers when asked.			
C9. The student consistently supplies the names of all classmates when asked.			
C10. The student consistently names objects from the classroom environment.			
C11. The student consistently names objects in the classroom by their identifying characteristics.			
C12. The student consistently explains the use of objects in the classroom.			

ORAL LANGUAGE	Date Introduced	Date Partially Achieved	Date Mastered
C13. The student consistently classifies common objects according to categories.			
C14. The student consistently labels basic shapes - circle, square, triangle.			
C15. The student consistently names the primary colors - red, blue, yellow.			
C16. The student names the following colors: red, green, blue, yellow, orange, purple, black, brown.			
C17. The student identifies objects as soft, hard, smooth, rough, dark, light, shiny, dull, flat and round.			
C18. The student selects proper terminology of size.			
C19. The student supplies opposites for simple concept pairs.			
C20. The student names the following shapes: star, diamond, oval, rectangle, heart.			
C21. The student names the following colors: pink, gray, tan and white.			
C22. The student describes color, shape, texture and size of familiar objects in the classroom.			
C23. The student consistently names the days of the week in order.			
C24. The student consistently names birthdate.			
C25. The student consistently names the months of the year in order.			

ORAL LANGUAGE	Date Introduced	Date Partially Achieved	Date Mastered
C26. The student names ten animals.			
C27. The student names ten articles of clothing.			
C28. The student names 10 kinds of food.			
C29. The student names five kinds of transportation vehicles.			
C30. The student names 5 kinds of tools.			
C31. The student names and describes 5 occupations.			
C32. The student describes 5 people, giving at least 4 non-physical (personality) attributes for each person.			
C33. The student names 5 holidays and tells the months in which they occur.			
C34. The student names the sources of the following foods: meat, vegetables, milk and eggs.			
C35. The student names sources of the following materials: wool, cotton, silk, synthetics.			
C36. The student completes a simple story of at least 5 sentences.			
C37. The student "shows and tells" a familiar object, communicating clearly so that classmates are able to answer relevant questions formulated by the teacher.			
C38. The student tells of a recent experience, communicating clearly so that classmates are able to answer relevant questions formulated by the teacher.			

ORAL LANGUAGE	Date Introduced	Date Partially Achieved	Date Mastered
C39. The student participates in a dramatization of a simple, familiar story.			

READING

A. Visual Discrimination and Visual Memory

A1. The student consistently recognizes a pair of letters that are alike and a pair of letters that are different.
(a-a) (a-d)

A2. The student consistently locates letters that are the same as the stimulus letter.
(f - f f t h)

A3. The student consistently locates letters that are different from the stimulus letter.
(f - f f t f)

A4. The student consistently names lower case letters - consonants.
c,t,m,s,f,n,d,p,b,r,h,g,l

A5. The student consistently names lower case letters - vowels.
a, e, i, o, u

A6. The student consistently copies a letter when given a visual sample or writes from dictation.

B. Auditory Discrimination and Auditory Memory

B1. The student consistently recognizes and identifies words and objects beginning with the same or different consonant sounds.
(Mary - Mike)
(book - table)

B2. The student consistently names the initial consonant that an object or picture begins with.

READING	Date Introduced	Date Partially Achieved	Date Mastered
B3. The student consistently identifies a sound represented by the visual symbol of a letter.			
B4. The student consistently recognizes and identifies vowel sounds in the initial position. (recommended sequence a,i,u,o,e)			
B5. The student consistently recognizes and identifies short vowel sounds in initial or medial position.			
B6. The student consistently identifies and produces the vowel sounds when presented with the visual symbols.			
C. Blending			
C1. The student consistently: a. writes short words from dictation (CVC). (auditory recognition)			
b. writes short words when presented with a picture of a noun or verb. (CVC) (visual recognition)			
c. reads short words. (auditory and visual recognition)			
D. Sight Vocabulary			
D1. The student recognizes sight words in context and in isolation.			
D2. The student consistently and accurately reads short sentences.			
D3. The student consistently recognizes a statement and a question.			
D4. The student consistently writes statements and questions from dictation.			

READING	Date Introduced	Date Partially Achieved	Date Mastered
D5. The student consistently constructs and writes a sentence.			
D6. The student consistently constructs and writes a question.			
D7. The student consistently constructs and writes an appropriate caption for a picture.			
E. Evaluation and Program Selection			
E1. The student consistently demonstrates strengths and weaknesses in auditory and visual modalities.			
F. Developmental Reading Skills			
F1. The student consistently recognizes the visual symbol for the auditory sound made of initial, medial and final consonants, blends, digraphs and silent consonants.			
F2. The student consistently recognizes the visual symbol representing the short and long vowel sounds (using the final e=rule), vowel digraphs (double vowel), variant vowels, r controlled vowels and "y" as a vowel.			
F3. The student consistently identifies the two simple words forming one compound word.			
F4. The student consistently indicates an understanding of the plural form of noun(s).			
F5. The student consistently indicates the effect an ending has on a verb. (s, ing, ed)			
J. The student consistently recognizes the meaning of the possessive('s).			

READING	Date Introduced	Date Partially Achieved	Date Mastered
F7. The student consistently and accurately uses comparative and superlative endings. (er, est).			
F8. The student consistently indicates an understanding of ing and ed forms of verbs ending with e.			
F9. The student consistently reads the plural forms of words ending in s, x, ch, and sh. (es)			
F10. The student consistently reads words whose final consonants are doubled when adding ing or ed.			
F11. The student consistently understands the rule, "when Y is preceded by a consonant, change y to i, then add ed, es, er, or est."			
F12. The student consistently understands the meaning of prefixes and suffixes and how they change the meanings of root words.			
F13. The student consistently identifies the root words, when given a list of words containing prefixes or suffixes.			
F14. The student consistently identifies the contraction formed by the 2 given words.			
F15. The student consistently identifies the 2 words that form a given contraction.			
F16. The student consistently identifies the number of syllables in a word which is presented auditorily.			
F17. The student consistently identifies the number of syllables by applying the basic rules of syllabication when presented with the words visually.			

MATHEMATICS	Date Introduced	Date Partially Achieved	Date Mastered
A. Readiness Skills			
A1. The student consistently sorts objects and pictures according to category.			
A2. The student recognizes four basic geometric shapes: circle, square, rectangle and triangle.			
A3. The student consistently identifies equivalent sets through one-to-one matching.			
A4. The student visually identifies non-equivalent sets on a consistent basis.			
A5. The student consistently identifies cardinal numbers from 0 to 5.			
A6. The student consistently writes cardinal numerals 0 to 5.			
A7. The student consistently demonstrates an understanding of "more than" and "less than."			
A8. The student consistently demonstrates an understanding of "left" and "right."			
A9. The student consistently demonstrates an understanding of "larger" and "smaller."			
A10. The student consistently demonstrates an understanding of "longer" and "shorter."			
A11. The student consistently identifies the cardinal numerals 6 to 10.			
A13. The student consistently arranges the numerals 0 to 10 in correct sequence.			

MATHEMATICS	Date Introduced	Date Partially Achieved	Date Mastered
A14. The student consistently demonstrates an understanding of "before," "after" and "between."			
A15. The student consistently demonstrates an understanding of "first," "next" and "last."			
A16. The student consistently identifies the ordinal position of objects from first to tenth.			
A17. The student consistently demonstrates an understanding of "odd" and "even" numbers.			
B. Computation			
B1. The student consistently interprets action pictures or physical activities in relation to addition readiness.			
B2. The student consistently joins sets with 0 to 5 members using mathematical notation (+ and =).			
B3. The student consistently writes an appropriate equation to fit a picture problem.			
B4. The student consistently understands that changing the order of the addends does not change the sum.			
B5. The student consistently solves addition problems of two addends whose sums are not greater than 10.			
B6. The student consistently interprets action pictures or physical activities in relation to subtraction readiness.			
B7. The student consistently subtracts from numbers not greater than 10.			

	Date Introduced	Date Partially Achieved	Date Mastered
MATHEMATICS			
B8. The student consistently recognizes that addition and subtraction are inverse operations.			
B9. The student consistently understands the concept of ones and tens with regard to place value.			
B10. The student consistently counts by 5's and 10's to 100.			
B11. The student consistently counts to 100 by 2's.			
B12. The student consistently adds 2 digit numbers using regrouping.			
B13. The student consistently subtracts two digit numbers from a minuend no higher than 99, with regrouping.			
C. Fractions			
C1. The student consistently recognizes objects that are divided into 2 equal parts.			
C2. The student consistently recognizes objects that are divided into 3 or 4 equal parts.			
C3. The student consistently identifies the number of equal parts of a whole (2,3 or 4) and understands that each part has a name: one-half, one-third, one-fourth.			
C4. The student consistently understands and recognizes that the names of the parts of a whole can be expressed in mathematical symbols (1/2, 1/3, 1/4).			

	Date Introduced	Date Partially Achieved	Date Mastered

MATHEMATICS

C5. The student consistently understands that the bottom number of a fraction represents the number of parts of the whole and the top number represents a specific number of those parts.

D. Money

D1. The student consistently recognizes a penny and understands its value (one cent). The cent sign (¢) is introduced.

D2. The student consistently recognizes a nickel and understands its value (5 cents).

D3. The student consistently selects the correct coins (pennies and nickels) for values up to ten cents.

D4. The student consistently recognizes a dime and understands its value (10 cents).

D5. The student consistently demonstrates an understanding of the value of a dime and its equivalent coins (10 pennies, 5 pennies and a nickel, two nickels).

D6. The student consistently selects the correct coins (pennies, nickels and dimes) for values up to 100 cents.

D7. The student consistently recognizes a quarter, and understands its value (25 cents).

	Date Introduced	Date Partially Achieved	Date Mastered
MATHEMATICS			
D8. The student consistently demonstrates an understanding of the value of a quarter and equivalent sets of coins (25 pennies, five nickels, two dimes and a nickel or 5 pennies).			
D9. The student consistently selects the correct coins (pennies, nickels, dimes, and quarters) for values up to 100 cents.			
D10. The student consistently recognizes a half dollar and understands its value (50 cents).			
D11. The student consistently demonstrates an understanding of the half dollar and equivalent sets of coins.			
D12. The student consistently selects the correct coins for values up to 100 cents.			
D13. The student consistently understands that one dollar has a value of 100 cents.			
D14. The student consistently demonstrates an understanding of the value of one dollar and its equivalent coins.			
D15. The student consistently demonstrates an understanding of the dollar sign and cent mark by reading and writing the value of money over one dollar.			
D16. The student consistently computes addition and subtraction problems involving dollar signs and cent marks.			

	Date Introduced	Date Partially Achieved	Date Mastered

MATHEMATICS

E. Linear Measurement

E1. The student consistently demonstrates an understanding of linear measurement by measuring objects in inches.

E2. The student consistently identifies a 12 inch "foot."

E3. The student consistently measures objects in feet and inches.

E4. The student consistently identifies a 36 inch "yard" and measures objects in yards, feet and inches.

E5. The student will demonstrate an understanding that larger units are better for measuring larger objects or distances and smaller units are better for measuring smaller objects or distances.

E6. The student consistently measures objects to the nearest inch, foot and yard.

E7. The student consistently demonstrates an understanding of the use of arbitrary units in measurement.

E8. The student consistently demonstrates an understanding of centimeters as a unit of measure by measuring objects in centimeters.

E9. The student consistently demonstrates an understanding of the relationship between centimeters and meters by measuring objects and distances in meters and centimeters.

	Date Introduced	Date Partially Achieved	Date Mastered

MATHEMATICS

F. Temperature

F1. The student consistently gives the name for the thermometer and consistently demonstrates an understanding of its function - to measure "hot" and "cold."

F2. The student consistently reads the temperature on a thermometer in degrees.

G. Calendar

G1. The student consistently demonstrates an understanding that a calendar tells the month, day and date by correctly reading information from a calendar.

G2. The student consistently sequences the days of the week.

G3. The student consistently demonstrates and understands the concepts of "last," "first," ordinal numbers, "yesterday," "tomorrow," "last week," "next week," "last month," "next month," by correctly responding to questions.

H. Telling Time

H1. The student consistently recognizes a clock and watch.

H2. The student consistently identifies and reproduces the parts of a clock (face, numbers, hands).

H3. The student consistently expresses and sets the correct time on a clock to the hour.

	Date Introduced	Date Partially Achieved	Date Mastered
MATHEMATICS			
H4. The student consistently expresses time to the hour using the numerical form 0:00 (1:00, 2:00, 3:00, etc.).			
H5. The student consistently identifies the right side of the clock face as "after the hour" and the left side of the clock as "to the hour."			
H6. The student consistently expresses and sets the correct time on a clock to the half hour.			
H7. The student consistently expresses and sets the correct time on a clock to the quarter hour.			